

Bryan Independent School District
Navarro Elementary
2023-2024 Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Navarro Elementary met with stakeholders, which included teachers, instructional assistants, administrators, parents, community and business partners on April 18, 2023 and May 2, 2023 to develop the comprehensive needs assessment. During these meetings, we analyzed data, determined strengths and weaknesses, developed priority problem statements and summaries for the areas of demographics, student learning, school process and programs and perceptions. We reviewed academic, behavioral, demographic, and program data in an effort to develop an accurate picture of Navarro Elementary and determine areas of focus for the upcoming school year.

Strengths

- Navarro has a diverse, multilingual student population with 40% of our students being bilingual.
- STAAR Reading scores increased from 2021-2022.
- The number of individual students involved in discipline incidents has decreased.
- Students have access to books at school through multiple avenues (library, classroom libraries, guided reading, online books).

Needs

- Our economically disadvantaged population is 10% higher than the district percentage and 24% higher than the state percentage.
- Reading MAP scores show that the largest percentage of students in each grade level fell in the lowest, 1st-20th percentile, achievement percentile.
- At 94.4%, our attendance rate is below the State average
- Our parent participation has declined over the past few years, which affects all students at all grade levels.

The areas of primary focus uncovered during the needs assessment process were raising attendance, students showing substantial growth to bridge achievement gaps, and parental involvement on campus. These three are the prioritized needs for the 2023-2024 school year. (Title I, Part A, Element 1)

Demographics

Demographics Summary

Navarro Elementary is a neighborhood Title 1 public school located in Bryan Texas that was built in 1988. Enrollment is currently at 432 students in Pre kindergarten through 4th grade and about 85.5% are identified as economically disadvantaged.

Navarro is a bilingual campus with about 40% of our students being emergent bilingual or EL in Spanish. Currently our campus demographic makeup includes 69% Hispanic, 13% African American, 14% White, and the remaining 3% Multi-Racial.

Of the 64 staff members, there are 30 teachers, 13 paraprofessionals, 3 instructional coaches, 7 professional staff, 1 counselor, and 2 administrators. All but 2 teachers were fully certified. 11 teachers are bilingual teachers. There were 14 new staff members this school year and we are looking at 3 new staff members for this coming school year.

Most of our community is single family homes. Our students are cared for by a variety of adults including parents, grandparents, older siblings, or extended family members. We have a mixture of English and Spanish spoken in the home. Our enrollment continues to be fairly consistent from year to year ranging from about 430-450 students.

Demographics Strengths

1. Our attendance rate is 94.4%
2. Diverse, multilingual school with 40% of our student population being bilingual.
3. STAAR Reading scores increased from 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our economically disadvantaged population is 10% higher than the district percentage and 24% higher than the state percentage. **Root Cause:** Overall inflation has affected our families and lack of community support and resources, requires our families to work long days and/or multiple jobs just to provide basic needs for their families.

Problem Statement 2: Although our rate of attendance (94.4%) is slightly higher than the district (93.2%), we have 50 students with 15 absences or more. **Root Cause:** Parents don't prioritize school for their children, due to lack of consequences for missing school, needing to work long hours to support their families, or post pandemic mentality.

Student Learning

Student Learning Summary

Our students continue to show signs of deficits in their learning based on achievement. Though some are showing growth, based on MAP scores, many students are still performing below grade level. Student success on STAAR has not rebounded to prior to COVID years, due to not recovering from loss of learning from being at home learners.

Student Learning Strengths

1. Small group instruction is being utilized to fill in the gaps in student knowledge.
2. Additional support through tutors, both during and after school, is providing students with additional instruction.
3. Focus on phonics will help students achieve success in reading, writing and spelling.
4. Focus on writing across all grade levels and all subject areas is having a positive relationship on student writing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR achievement for fourth grade math decreased by at least 8 percent in all areas, approaches, meets and masters. **Root Cause:** Students are absent more often which leads to a lack of student accountability. Students also do not do homework or practice at home to increase their learning.

Problem Statement 2: The Reading MAP scores show that the largest percentage of students in each grade level fell in the lowest, 1st-20th percentile) achievement percentile. **Root Cause:** The foundational skills are not there, so students get frustrated before they even start.

School Processes & Programs

School Processes & Programs Summary

We scrutinize applications and rigorously interview candidates to determine who to hire and where to place them for maximum success for both teachers and students. New teachers are provided mentors and support. Math, ELA, and Science coaches provide a variety of help to develop teachers in content and instruction. Campus administrators meet with teachers twice a month in PLCs to discuss student progress, interventions, instructional expectations, and concerns. The campus Foundations TEAM (STRONG VOICE) meets monthly to discuss behavior practices, identify problem areas, and evaluate the effectiveness of current processes.

Professional development focuses on areas of need determined by data. We have been focusing and will continue to focus on small group instruction, particularly in reading to support all content areas. Accountable talk, reading, and writing across all content areas continues to be an area of importance at the campus.

Students are consistently taught within small groups to provide individualized instruction and interventions. Tutors are utilized as additional instruction for struggling students. In addition, Texas A&M Reads & Counts tutors offer support.

All students have access to high quality instruction and services. All grade levels have a classroom set of iPads or Chromebooks that are used to enhance instruction and remediation through educational programs. In addition, the Newline Boards are used as interactive tools to engage students during instruction.

School Processes & Programs Strengths

1. Parents do attend events that their child is involved in, so they are on the campus seeing positive interactions.
2. Dedicated teachers who build relationships with their students.
3. Interactions with students are trending more positively with the PBIS and CHAMPS training.
4. Rebranding using STRONG has had a positive impact on most student behavior.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Though CHAMPS and PBIS strategies are utilized, student behavior issues seem to be increasing. **Root Cause:** There is a lack of consequences and consistency of expectations across grade levels and staff.

Problem Statement 2: Our parent participation has declined over the past few years, which affects all students at all grade levels. **Root Cause:** Parents don't feel the importance or realize the benefits of being involved in their child's education.

Perceptions

Perceptions Summary

Parental involvement beyond student programs continues to be low. Parents either don't see the value in being involved or don't know how to become involved or do not have a desire to be involved. Language is sometimes a barrier, as some parents speak Spanish mainly and have a difficult time communicating with teachers and staff. Behavioral occurrences have decreased except for a handful of students who are chronic offenders, which skews the data. With staff consistently implementing PBIS and CHAMPS methods, behavior occurrences should continue to trend downward. Staff is better equipped to address behaviors from the training they have received.

Perceptions Strengths

1. Parents do attend events that their child is involved in, so they are on the campus seeing positive interactions.
2. Dedicated teachers who build relationships with their students.
3. Interactions with students are trending more positively with the PBIS and CHAMPS training.
4. Rebranding using STRONG has had a positive impact on most student behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased behavior issues due to lack of consistency in expectations and consequence. **Root Cause:** There is a lack of consequences and consistency of expectations across grade levels and staff.

Problem Statement 2: Our parent participation has declined over the years, which affects all students at all grade levels. **Root Cause:** Parents don't feel the importance of being involved.

Priority Problem Statements

Goals





Revised/Approved: September 25, 2023

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: Increase the percentage of students showing growth on STAAR ELAR and Math from 2022-2023 to 2023-2024.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Fourth grade teachers will analyze student STAAR data from the third grade STAAR to target specific skills students did not show mastery and make a plan to strengthen those skills. Strategy's Expected Result/Impact: Students more prepared to pass STAAR. Staff Responsible for Monitoring: Teachers, IC's, Reading IA, Administrators, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Navarro will provide opportunities for all students to meet state standards through bi-monthly PLC meetings to discuss student progress, instruction, and teaching strategies to support student mastery of objectives. Strategy's Expected Result/Impact: Teachers planning more targeted instruction and identifying and implementing interventions in a timely manner to meet the academic needs of students. Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Increase teacher focus on critical thinking, accountable talk, independent reading and writing (Navarro 4 Academic Benchmarks). Strategy's Expected Result/Impact: Students increased ability to think, talk, read and write across all grade levels and subject areas. Staff Responsible for Monitoring: Teachers, IC's, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: supplies for reading and math workshop such as student journals, sticky notes, dry erase boards, etc. - Title I, A - \$11,549	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Develop reading and math cadres among teachers for job embedded professional learning, focusing on the reading and math workshop models, to improve instruction to help students from dropping out of school. Strategy's Expected Result/Impact: Increased teacher efficacy and student learning. Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Books needed for math and reading cadres - State Comp - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Combine campus funds, Title 1, SCE and district funds to reduce disparity in performance on state assessment instruments between students in at-risk situations and students not identified as at-risk. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrator Title I: 2.6	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: The median percentile on MAP increases from BOY to MOY to EOY.

High Priority

Evaluation Data Sources: MAP, School Profile

Strategy 1 Details	Reviews			
Strategy 1: Bi-monthly PLC meetings will be utilized to discuss student progress, instruction and teaching strategies to support student mastery of objectives. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: ELAR teachers will implement an Author's Purpose and Craft wall that students utilize to analyze, discuss and think critically about text. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: During bi-monthly PLC's, MAP data will be analyzed to determine students on target for growth and adjustments made to scaffold and provide interventions for those students not showing growth. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Address the need of all students, especially those at risk for dropping out of school, by providing additional resources to support whole group and small group instruction, work stations and foster a love of reading. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers, IA's, IC's, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Scholastic Magazine Storyworks - State Comp - \$1,500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide resources for reading instruction based on analysis of student levels to assist all students, especially those at risk from dropping out of school. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers, IA's, IC's, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Reading A-Z; materials for small group instruction; Scholastic books and readers - State Comp - \$19,908	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 3: Provide additional academic opportunities for students to empower them to be academically and socially-emotionally successful.

High Priority





Strategy 1 Details		Reviews			
Strategy 1: Encourage reading by having Reading Night, Read Across America, student book clubs for second through fourth grade, and incentives for students to read throughout the year, to help students find a love of learning so they do not drop out of school. Strategy's Expected Result/Impact: Foster a love of reading Staff Responsible for Monitoring: Teachers, Reading IC, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Books for Reading Night and Student Book Clubs, Read Across America give away items, - State Comp - \$4,800		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Increase learning time and provide well rounded education through additional pull-out and in-class support with tutors and Reading Interventionist, as well as tutors beyond the school day with teachers, IC's, and IA's. Strategy's Expected Result/Impact: Increased student mastery of concepts. Staff Responsible for Monitoring: Teachers, Tutors, Reading Interventionist, IC's, Administrators Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Interventionist and Tutors - ESSER - \$32,003, Tutors - Title I, A - \$69,497, Snacks for students in tutorials - Title I, A - \$5,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Students will attend educational field trips to transfer school learning to real world learning. Strategy's Expected Result/Impact: Students more engaged Funding Sources: Buses for field trips - ESSER - \$5,000, Camp Allen all day field trip for fourth graders - ESSER - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Support a robust PK program by incorporating engaging teaching to keep students from dropping out of school later in their educational pathway. Strategy's Expected Result/Impact: Increased student learning and engagement Staff Responsible for Monitoring: Teachers, IA's, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Starfall - State Comp - \$500	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 1: Increase the student attendance rate from 94% to 97%.





High Priority

Strategy 1 Details	Reviews			
Strategy 1: Discuss attendance at weekly administration team meetings as well as monthly attendance committee meetings and DVT. Strategy's Expected Result/Impact: Increased student achievement due to being at school regularly. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide incentives for students that are not absent during a grading period. Strategy's Expected Result/Impact: Increased student achievement due to being at school regularly. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 2: Reduce referrals and behavior incidents in Branching Minds.

Evaluation Data Sources: Referrals in eSchool, incident reports in Branching Minds

Strategy 1 Details	Reviews			
Strategy 1: Utilize Safe and Civil Schools training on Basic 5 to provide feedback at PLC on implementation based on evaluative and non-evaluative walk throughs and additional coaching based on areas needing improvement. Strategy's Expected Result/Impact: Increase student engagement Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teach and reinforce STRONG expectation. Strategy's Expected Result/Impact: Increase student positive behavior and learning Staff Responsible for Monitoring: IA's, Teachers, IC's, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 3: Expand family and community involvement in PTO, student learning and at school functions.

Evaluation Data Sources: sign in sheets





Strategy 1 Details	Reviews			
Strategy 1: Create monthly family support instruction at monthly meetings and advertise them in advance so parents can plan to attend. Strategy's Expected Result/Impact: family involvement in their student education Staff Responsible for Monitoring: Teachers, Administrators Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Parent Institute magazine - Title I, A - \$793, Snacks for parent meetings - Title I, A - \$500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize room parents for each classroom to help foster parent involvement with school functions. Strategy's Expected Result/Impact: family involvement in their student education Staff Responsible for Monitoring: Teachers, IA's, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Have a variety of school functions to promote family and community involvement. Strategy's Expected Result/Impact: Parents and staff building a stronger sense of community Staff Responsible for Monitoring: IA's, Teachers, Administrators Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Materials and Snacks - Title I, A - \$500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Navarro will jointly evaluate/review the parent and family engagement policy and compact with the input from a significant number of parents by offering this meeting at different times and days of the week. Navarro will make the policy and compact available to parents and the public by the Title 1 Annual Meeting and campus website. The policy will be available in Egnlish and Spanish and other languages up9on request. The compact will be make available to parents during Parent/Teacher conferences in October. Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Navarro will engage parents in their child's education by providing training to staff on the value of parent and family involvement. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Navarro will provide two Annual Title 1 meetings. One during Open House in September and another at a different family event. These will be offered during the day and in the evening to explain Navarro's Title 1, Part A participation, our state curriculum, academic assessments and the proficiency levels students are expected to achieve as well as ways to partner with the school to increase academic achievement. Strategy's Expected Result/Impact: Increased family engagement Staff Responsible for Monitoring: Teachers, IC's, Administrators Title I: 4.2 - 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	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.





Performance Objective 4: Create opportunities for students to develop leadership skills.

Strategy 1 Details	Reviews			
Strategy 1: Utilize third and fourth graders for safety patrol in the morning to help with student arrival Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG choices. Staff Responsible for Monitoring: IA's, Teachers, Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Build student leadership skills and Essential 8 characteristics through student council. Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG choices. Staff Responsible for Monitoring: IA's, Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize teachers to select responsible students for the Sunshine Club, which will be called to show new students around the school and help familiarize them with expectations. Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG choices. Staff Responsible for Monitoring: IA's, Teachers, Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
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Goal 3: Navarro will recruit, develop, retain, and recognize a highly effective and motivated staff to maximize student engagement and learning.

Performance Objective 1: Support staff through continuous learning and self-reflection to increase their implementation of best teaching practices.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Develop ELA and math instructional cadres of teachers to focus on strengthening classroom instruction and student engagement. Strategy's Expected Result/Impact: Teachers growing in their profession and teaching skills. Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide learning opportunities for teachers on Reading and Math Workshop model with opportunities to implement in their classroom and observe other classrooms. Strategy's Expected Result/Impact: Teachers feeling supported and improved instruction Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Substitutes for teacher observations - ESSER - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Navarro will recruit, develop, retain, and recognize a highly effective and motivated staff to maximize student engagement and learning.

Performance Objective 2: Retain and recognize staff so they feel supported.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaches, Team Leaders and Administrators will support teachers by listening, questioning and guiding. Strategy's Expected Result/Impact: Teachers will have a layer of different people to help answer questions and provide professional and academic assistance. Staff Responsible for Monitoring: Teachers, IC's, Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher and Staff of the Month will be selected and recognized monthly. Strategy's Expected Result/Impact: Teachers feeling recognized and valued by their colleagues. Staff Responsible for Monitoring: IA's, Teachers, IC's, Support Staff, Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Staff will be recognized during Morning Meeting, Planning, PLC, Staff Meeting and other venues for exhibiting academic and behavioral goals of the campus. Strategy's Expected Result/Impact: Staff feeling recognized. Staff Responsible for Monitoring: IC's, Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for Navarro Elementary

Total SCE Funds: \$104,383.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Instructional coaches, instructional resources, subscriptions, and staff development materials will be used to supplement the regular education program for students who are at risk of dropping out of school or who have not performed satisfactorily on STAAR.

Personnel for Navarro Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
IC	Elem, IC	1