

Navarro Independent School District



Navarro High School

2026-2027 Campus Improvement Plan

Mission Statement

Our primary purpose at Navarro High School is to graduate well rounded citizens who are prepared for college, career and leadership opportunities through our values of excellence in academics, extracurriculars, family and community.

Vision

Navarro ISD – Where Excellence is the Standard

Growing our students
our district
our community
Navarro ISD - The Heart of Geronimo

Value Statement

BOARD GOALS FOR 2023-2028

Goal 1*: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 60% by June 2024, 65% for 2024-2025, 70% for 2025-2026, 75% for 2026-2027, 80% for 2027-2028. *(HB3 Required Goal)*

Goal 2*: Increased overall student performance in mathematics to 85% Meets Standard by 2028. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 65% by June 2024, 70% for 2024-2025, 75% for 2025-2026, 80% for 2026-2027, 85% for 2027-2028. *(HB3 Required Goal)*

Goal 3*: The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by August 2024 and increase to 95% by 2028. *(HB3 Required Goal)*

Priorities

Priority 1: Recruiting, Hiring, Coaching, and Retaining High Quality Teachers and Staff to Support Student Outcomes.

Priority 2: Maximizing Academic Performance.

Priority 3: Maximizing Co-Curricular and Extra-Curricular Opportunities, Performance, and Engagement.

Priority 4: Planning, Preparing, and Maintaining Facilities and Environments for Learning.

Priority 5: Obtaining and Maintaining Top Rated District Recognition

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Comprehensive Needs Assessment

Student Learning

Summary

Last year NHS had a 100% graduation rate.

It will be reflected in the the '27-'28 accountability, but our CCMR numbers are now over 90%.

Here is our performance with EOCs...

		Approach	Meets	Masters
Eng 1	2026	73	60	8
	2025	73	56	15
Eng 2	2026	78	64	8
	2025	86	70	10
Alg 1	2026	83	53	28
	2025	84	51	25
Bio	2026	96	65	30
	2025	94	71	17
USH	2026	96	77	37
	2025	96	74	33

Now in comparison with the region and state:

	Navarro HS	Region	State
Eng 1	73.00%	70.00%	71.00%
	61.00%	54.00%	56.00%
	8.00%	12.00%	13.00%
Eng 2	77.00%	72.00%	72.00%
	64.00%	59.00%	60.00%
	8.00%	8.00%	9.00%
Alg 1	83.00%	81.00%	82.00%
	54.00%	50.00%	54.00%
	29.00%	26.00%	30.00%
Bio	96.00%	94.00%	94.00%
	66.00%	70.00%	71.00%
	30.00%	34.00%	35.00%
USH	97.00%	93.00%	93.00%

	77.00%	71.00%	70.00%
	37.00%	38.00%	37.00%

Strengths

- 100% graduation rate
- Gains in CCMR by about 20%
- Rated higher than the State and Region in 12 of 15 categories

School Processes & Programs

Summary

Based on our student achievement data, we will be working to better align our TEKS to what is taught in our English classes.

Last year the school studied what students were all involved in and 77% of our students involved in something on the campus. Of the other 23%, half of those have jobs after school.

Strengths

77% of students are connected to something on campus

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	about 15% of students were not connected to something on campus, reducing that number is a priority	Interest connection

★ = Priority

Perceptions

Summary

							2026	2026	2025	2026					
Job Satisfaction	S Agree	Agree	Disagree	S Disagree	No Opinion	Total	Pos	Neg	Pos	Neg	Comment	Internal Spr 2026	Pos	Neu	Neg
I am proud to work for Navarro	38	35				73	100.00%		92.00%			Contributing Member	97.20%	2.70%	0
I like the work I do	40	31	2			73	97.26%	2.74%	100%	0%					
On most days I feel good about what I have accomplished	29	42			1	72	98.61%	0.00%	96.08%	3.92%					
I understand what is expected of me in my job	28	38	5	1	1	73	90.41%	8.22%	92.16%	7.84%					
I would recommend my campus or dept to a friend as a good place	30	40	1	1	1	73	95.89%	2.74%	82.35%	15.69%	Up 13				
My job allows me to use my skills and abilities	31	37	2	1	2	73	93.15%	4.11%	92.45%	3.77%					
I would recommend this district to a friend as a good place to work	32	37	2	0	2	73	94.52%	2.74%	82.35%	15.69%	Up 12				
Working Conditions															
The hours I work are reasonable	21	38	9	2	2	72	81.94%	15.28%	74.51%	25.49%	Up 7				
My workload is appropriate for my position	13	45	9	4	1	72	80.56%	18.06%	72.00%	26.00%	Up 8				
I work in an environment that is safe	23	45	4	1	0	73	93.15%	6.85%	88.24%	11.76%	Up 5				
I feel secure in my															

employment with this district	25	41	5	1	1	73	90.41%	8.22%	88.24%	9.80%				
I have the Tech tools and access I need	23	39	8	1	2	73	84.93%	12.33%	62.00%	38.00%	Up 22			
I have the equipment, tools and supplies I need to do my job	22	42	6	2	1	73	87.67%	10.96%	72.00%	24.00%	Up 15			
I receive a formal appraisal each year that is a fair assessment	19	37	10	0	7	73	76.71%	13.70%	88.24%	5.88%	Down 12			
Relationships with Coworkers														
I can depend on my coworkers	36	31	5	1		73	91.78%	8.22%	88.24%	9.80%				
I like the people I work with	44	24	4		1	73	93.15%	5.48%	98.04%	1.96%	Down 5			
I feel loyal to my immediate team or work group	45	25	3			73	95.89%	4.11%	96.00%	2.00%				
My team works well together	40	25	6		2	73	89.04%	8.22%	88.00%	8.00%				
Relationships with Supervisor														
My supervisor set clear goals and objectives	22	42	5		4	73	87.67%	6.85%	78.43%	21.57%	Up 9			
My supervisor provides the support I need with problems on the job	28	32	10	1	2	73	82.19%	15.07%	68.63%	29.41%	Up 14			
My supervisor makes timely decisions	24	34	10	2	2	72	80.56%	16.67%	70.59%	29.41%	Up 10			
My supervisor lets me make decisions within my scope of authority	30	37	3	1	2	73	91.78%	5.48%	94.12%	5.88%				
I get the training I need														

to do my job effectively	20	42	8		2	72	86.11%	11.11%	84.31%	15.69%					
I can communicate openly and honestly with my supervisor	32	32	6	2	1	73	87.67%	10.96%	80.39%	19.61%	Up 7	Place to be heard	64%	14%	22%
I trust my supervisor	28	35	5	2	3	73	86.30%	9.59%	80.39%	19.61%	Up 6				
I like working for my supervisor	29	37	5		2	73	90.41%	6.85%	84.31%	15.69%	Up 6				
In the last 2 weeks, I have recieved recognition for praise for doing a good job	23	18	21	7	4	73	56.16%	38.36%	64.71%	35.29%	Down 8	People are recognized	70%	17%	13%
During this school year, my supervisor has talked to me about my progress	21	22	20	5	5	73	58.90%	34.25%	64.71%	31.37%	Down 6				
Campus Environment															
I get the information I need from campus leaders	11	32	11	2		56	76.79%	23.21%	76.19%	23.81%					
My campus is clean and properly maintained	22	34	1			57	98.25%	1.75%	80.95%	19.05%	Up 18				
My principal is effective in leading my campus to achieve its goals	21	25	8	1		55	83.64%	16.36%	80.95%	19.05%					
My principal treats me with respect	29	26	2			57	96.49%	3.51%	95.24%	4.76%					
Curriculum and Instruction															
I have sufficient access to resources and materials	13	24	3			40	92.50%	7.50%	77.42%	22.58%	Up 15	Resources to Improve	69%	17%	14%

I have sufficient access to instructional technology	15	21	5		1	42	85.71%	11.90%	74.19%	25.81%	Up 11				
Teacher have a role in selecting instructional materials and resources	12	18	7	3	2	42	71.43%	23.81%	80.65%	16.13%	Down 9				
Staff development provides teachers with useful knowledge and skills	9	16	13	3	1	42	59.52%	38.10%	45.16%	51.61%	Up 14				
I believe teachers of special populations receive adequate resources	8	17	10	1	6	42	59.52%	26.19%	45.16%	38.71%	Up 14				
Teacher are held to high professional standards	14	17	10	1		42	73.81%	26.19%	58.06%	41.94%	Up 15				
I have the opportunity to collaborate with colleagues	10	26	5		1	42	85.71%	11.90%	70.97%	29.03%	Up 15				
I am provided opportunities to learn from other teachers	10	20	9		3	42	71.43%	21.43%	77.42%	22.58%	Down 6				
I receive feedback that can help me improve my teaching	10	24	7		1	42	80.95%	16.67%	73.33%	26.67%	Up 7	Empowered to Improve	81%	14%	6%
Teachers are involved in decisions about instructional issues	10	18	8	1	5	42	66.67%	21.43%	77.42%	22.58%	Down 11				
Student Discipline															

Campus admin provides leadership in setting and maintaining behavior standards	15	22	4			41	90.24%	9.76%	54.84%	41.94%	Up 36	Supported in Discipline	67%	25%	8%
Our student of conduct is consistently and fairly enforced	12	21	7		2	42	78.57%	16.67%	38.71%	61.29%	Up 40				
I am given appropriate assistance to resolve disciplinary problems in the classroom	16	20	3		3	42	85.71%	7.14%	70.97%	29.03%	Up 15				

Strengths

All job satisfaction numbers for the High School are over 90%



Goals

Priority 1: Recruiting, Hiring, Coaching and Retaining High Quality Teachers and Staff to Support Student Outcomes

Goal 1

NHS will maintain well staffed schools comprised of highly qualified and competitively compensated, valued team members.

Performance Objective 1

NHS will support the professional learning and certification of existing teachers, while seeking highly qualified applicants to meet the instructional needs of the campus demographics.

Evaluation Data Source: Teacher survey

Strategy 1

Using walkthrough and observation data, the admin team will review trends and patterns among classroom instructional practices to ensure a consistent, rigorous instructional program for students.

Strategy's Expected Result/Impact: Improved teachers success in the classroom, teachers feeling like they have been coached and improve their craft

Staff Responsible for Monitoring: Admin team, department heads

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Strategy 2

Teachers will receive professional development based on identified needs from the teacher, evaluations, surveys, and administration. Trainings could include but are not limited to AP institutes, subject and grade level trainings, diverse needs of students, behavior management, technology and technology integration, data disaggregating, emergency procedures, CTE, certificates, ESL, Special Education, and advanced academics.

Strategy's Expected Result/Impact: Teacher efficacy and student success

Staff Responsible for Monitoring: Principal, District Directors

Funding Sources: Local Funds, , SCE Funds, , SPED Funds,

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Strategy 3

Special Education para professionals will have increased professional development from special education teachers on how to better support student needs in the classroom

Strategy's Expected Result/Impact: Increase students success for special education students

Staff Responsible for Monitoring: HS admin, District Special Education

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Strategy 4

Professional Development for this year will include a focus on how student discourse and discussion leads to improved writing in all subject areas of the school

Strategy's Expected Result/Impact: Improved English writing scores

Staff Responsible for Monitoring: High School Administration, Academic Dean

Funding Sources: Title II Funds, \$4,200

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Strategy 5

Support and train High School level CTE teacher to support Industry Certification areas and continuing education requirements for program offerings.

Strategy's Expected Result/Impact: Improved student performance and increased professional certifications

Staff Responsible for Monitoring: Principal, CTE Director

Funding Sources: Training CTE Funds, , Training Local Funds,

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Performance Objective 2

Navarro High School will develop new teachers with strategies that include observations, monthly reflections with a mentor and or administrator, coaching observations, check in's from mentors and administration, and meetings once a six weeks.

Evaluation Data Source: completed new teacher plan for the campus in addition to the district programs established

Strategy 1

New teachers will be observed by veteran teachers at least twice in the first semester to have a non-evaluative conversation on what worked and what did not work.

Strategy's Expected Result/Impact: Improve students success, teacher efficacy

Staff Responsible for Monitoring: Admin team

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Strategy 2

To recruit highly qualified staff high school staff and new staff, NHS will work with the Human Resources department to post job openings on pertinent websites and news outlets.

Strategy's Expected Result/Impact: A deeper pool of qualified candidates

Staff Responsible for Monitoring: Principal, HR

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Strategy 3

A coach for the administrative team will come in regularly through the school to discuss process, procedures, items to be aware of, and common pitfalls to provide a sounding board and experience to the administration.

Strategy's Expected Result/Impact: Leadership growth to support the campus

Staff Responsible for Monitoring: High School Administration

Funding Sources: Title II Funds,

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Priority 2: Maximizing Student Performance

Goal 2

NHS will continue to focus on the growth of student performance outcomes on state assessments in targeted student performance domains of meets and Masters NHS will maximize academic performance by meeting set a target goal for achieving 90% approaching, 60% meeting and 30% mastering the STAAR accountability measure and plan to achieve and a 90% college, career and military readiness completion rate.

Performance Objective 1

NHS will have a 60% pass rate for students who still need to pass an EOC STAAR test.

Evaluation Data Source: EOC Scores for students who failed an EOC class during the 2025-2026 school year

Strategy 1

In conjunction with HB 1416, provide Edgenuity EOCs tutorials for students who still need to pass an EOC based on last years success/failure of the class and provide them the tutorial time and teacher to help the areas where their are learning gaps.

Strategy's Expected Result/Impact: Students passing required EOCs for graduation

Staff Responsible for Monitoring: Academic Dean, Testing Coordinator

Funding Sources: SCE Funds,

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Strategy 2

Use of regular tutorial schedule with flexible scheduling options to focus RTI process for highly at risk students, as well as students working to meet grade level standards on EOCs. Option include Edgenuity tutoring options and which teacher students are assigned to.

Strategy's Expected Result/Impact: EOC Scores

Staff Responsible for Monitoring: Academic Dean, Principal, Staff

Funding Sources: SCE Funds,

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Strategy 3

Professional Learning Communities will be used as a time to discuss data and intervention strategies to help students who need to succeed on EOCs. As part of instructional planning, teachers will use data from previous assessments and curriculum guides to help focus on the gaps where students are showing struggles in learning (which TEKS).

Strategy's Expected Result/Impact: Student Success on EOCs and in the classroom

Staff Responsible for Monitoring: Academic Dean, Principal, teachers

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Strategy 4

AEP will be considered as a placement for students who may need more individualized levels of intervention and may be further behind so that the students can get the instruction and credit they need to graduate.

Strategy's Expected Result/Impact: Student success and graduation

Staff Responsible for Monitoring: Principals, Academic Dean

Funding Sources: SCE Funds,

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Performance Objective 2

Navarro High School administration, counselors, and stakeholders will explore and implement (where appropriate) more rigorous courses such as dual credit , Advanced Placement and on ramps courses

Strategy 1

In December a finalization will take place of the courses NHS will add that increase the overall rigor for our students.

Strategy's Expected Result/Impact: 1) Students success on the SAT/ACT, AP and overall college readiness will improve
2) Student participation in SAT, ACT, AP exams will improve
3) Improve success in AP courses

Staff Responsible for Monitoring: Principal, Academic Dean, Counselors, Department Heads

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Strategy 2

Data analysis will take place for PSAT, ASVAB, TSI, ACT and SAT so targeted RTI through Edgenuity (ACT, SAT, TSI and PSAT) to help students be more successful.

Strategy's Expected Result/Impact: Increased CCMR readiness

Staff Responsible for Monitoring: Academic Dean, Counselors, CCMR Advisors

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Strategy 3

Xello, classroom presentations, and Career Choice Programs for student planning and college/ career investigation will be used by students at the high school to help students follow their career interest.

Strategy's Expected Result/Impact: Four year plans on file

Staff Responsible for Monitoring: Counselors

Funding Sources: CTE Funds, , Local Funds,

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Performance Objective 3

NHS will raise master's performance level scores by 50% in each EOC subject in the 2026 spring testing session.

Strategy 1

Increase number of high yield strategies used in the classroom by teachers sharing their most successful strategies with each other during August professional development with focus rigor and writing in the classroom in lesson plans

Strategy's Expected Result/Impact: greater student success

Staff Responsible for Monitoring: Administration, Academic Services

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Strategy 2

Information meetings for special education and 504 parents to faciliate the transition to post graduation support for students.

Strategy's Expected Result/Impact: ARD documents referencing transition meetings

Staff Responsible for Monitoring: Special Education Teachers, ARD Facilitators, Principal, 504 counselor, Case Managers

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Goal 3

Priority 3: Maximizing Co-Curricular and Extra-Curricular Opportunities, Performance, and Engagement with students, parents/guardians, and community

Performance Objective 1

NHS will host at least two parent events per semester to support parent, teacher, campus relations. Open House, Future Fair, FAFSA Nights, etc

Evaluation Data Source: Calendar evidence of events and sign in sheets as needed

Strategy 1

NHS will host an open house (meet the teacher), future fairs, FAFSA nights and other CCMR events for parents and students to meet teachers and learn about the classes, how to plan for college, and options after high school.

Strategy's Expected Result/Impact: more parental engagement and student connection to life after high school

Staff Responsible for Monitoring: HS admin team, CCMR Advisor

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Strategy 2

Navarro High School CTE will participate in community events to promote and demonstrate students career choices.

Strategy's Expected Result/Impact: Growth in the CTE programs and class, more students receiving certifications

Staff Responsible for Monitoring: Principal, Counselors, CTE Director, CCMR Advisor

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Strategy 3

Provide tours and campus presentations for local business, manufacturing and health care

opportunities.

Strategy's Expected Result/Impact: Increase awareness of local employment market opportunities

Staff Responsible for Monitoring: CCMR coordinator, CTE Director

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Performance Objective 2

The High School will increase their use of communication outlets to improve communication and outreach to all stakeholders.

Evaluation Data Source: Parental involvement numbers, surveys

Strategy 1

Through the program Parent Square, weekly postings to the website and social media will be made to keep parents and community members updated on school events and programs.

Strategy's Expected Result/Impact: Improve parent and community involvement

Staff Responsible for Monitoring: Admin Team

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Strategy 2

Provide classroom guidance to grades 9-12 on college and career planning that takes place yearly with their counselors and parents to follow the students personal graduation plan.

Strategy's Expected Result/Impact: students will feel comfortable applying for college admission or jobs

Staff Responsible for Monitoring: Counselors, CCMR coordinator

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Performance Objective 3

NHS will recruit and inform parents of opportunities to serve and be involved on the campus

Evaluation Data Source: community surveys

Strategy 1

Parents and students will be notified of student discipline referrals

Strategy's Expected Result/Impact: parent surveys, admin discipline log

Staff Responsible for Monitoring: Asst. Principals

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Strategy 2

Orientation programs for incoming 8th graders and parents will be conducted to support the transition to high school and provide an opportunity for parents and students to learn about campus programs and opportunities. Student will have tours of the school and discussion of what make successful freshman.

Strategy's Expected Result/Impact: Connecting 8th graders to HS programs to support success.

Staff Responsible for Monitoring: Principals, counselors, academic dean

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Strategy 3

Develop and grow current programs to increase parent participation on campus. The High School will pilot a program called N-ergizers to help increase visibility and security around the campus. The High School will continue to grow the PTA which started last year.

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Goal 4

NHS maximize academic performance by implementing drop out and attendance processes and procedures to support student graduation plans and goals.

Performance Objective 1

The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 95%, and maintain the high school completion rate of 95% or better for all students. This can include but is not limited to Friday Night school, Saturday school and other for of attendance make up.

Evaluation Data Source: Student Graduation Plans, accountability ratings

Strategy 1

Support programs (ie. Special Education, ESL, counseling, Pregnancy Related Services) will provide individualized assistance to at risk students through counselor and nurse referrals either to the district or outside community services.

Strategy's Expected Result/Impact: Counselor, Sp Ed, Nurse

Funding Sources: SCE Funds, , SPED Funds,

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Strategy 2

Attendance letters, parent phone calls and home visits will be utilized to improve attendance rates for any students with 10 or more absences. Before that, warning letters will be sent home after three and seven unexcused absences. Phone calls from the registrar and principal will be made after five unexcused absences. In addition, NHS will utilize court system to enforce compulsory school attendance laws.

Strategy's Expected Result/Impact: Improved Attendance; drop out prevention; improve course completions; reduce failure rates.

Staff Responsible for Monitoring: Principal, Registrar, admin staff

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Strategy 3

NHS will maintain an Alternate Education Program (AEP) to support accelerated online opportunities for students to complete courses for accelerated graduation or credit recovery.

Strategy's Expected Result/Impact: Drop out prevention; Improved graduation rates; increased credit completion.

Staff Responsible for Monitoring: Principal, Academic Dean, Teacher

Funding Sources: SCE Funds,

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Strategy 4

Conduct attendance committee meetings to review each instance of a student having 10 or more absences

Strategy's Expected Result/Impact: attendance rates, credit recovers placements

Staff Responsible for Monitoring: Asst. Principal, Attendance committee

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Strategy 5

High School Registrar tracking of all campus "leavers" for the reason students are unenrolling or leaving the high school.

Strategy's Expected Result/Impact: Increases completion rates, PEIMS data

Staff Responsible for Monitoring: Attendance Clerk, Academic Dean, Assistant Principal

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Strategy 6

Career Craft will assist in tracking students enrollment, participation and completion of CCMR credits beginning with a students 8th grade year, with the goal of 88% of students by their senior

year to earn a CCMR point.

Strategy's Expected Result/Impact: 90% students receiving CCMR credit.

Staff Responsible for Monitoring: Academic Dean, Counselor, Principal, CTE Director, Chief Academic Officer, CCMR Advisor

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Strategy 7

NHS will implement attendance incentives for students with one or zero unexcused absences a semester. Students will receive some sort of tangible reward

Strategy's Expected Result/Impact: Improve attendance percentage that are aimed at 95%

Staff Responsible for Monitoring: Principal, Asst. Principal, Counselors, Registrar

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Strategy 8

NHS will conduct a quantitative survey in the fall of 2026 to measure how many students are connected to an extra-curricular activity. NHS will help hold recruitment opportunities for students for all clubs/organizations, Fine Arts, Athletics, CTE related organizations, and UIL Academics.

Strategy's Expected Result/Impact: Students attendance to school based on a connection to something other than academics

Staff Responsible for Monitoring: HS Admin, Counselors, CCMR Advisor

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Strategy 9

Homeless students will directed to and provided services based on McKinney-Vento. Students will have access to CIS and other supports to help with their needs.

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Goal 5

Priority 5: Obtaining and Maintaining Top Rated District Recognition

Performance Objective 1

NHS will maintain or grow opportunities that demonstrate our commitment to community, students and staff.

Strategy 1

NHS will maintain and grow our Purple Heart School Initiative and Purple Heart School

Strategy's Expected Result/Impact: Student feeling welcome who have a military connection.

Staff Responsible for Monitoring: Counselors

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Strategy 2

Through the use of data on growth from student performance and sub populations, NHS will use this data grow student success in the classroom on STAAR Exams to potentially earn distinctions regarding student performance for growth.

Strategy's Expected Result/Impact: Student academic growth and success

Staff Responsible for Monitoring: Principal, Academic Dean

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Goal 6

NHS will implement programs, processes and procedures to support the social, emotional, health and safety needs of the student body.

Performance Objective 1

Navarro High School will maintain a safe and disciplined environment conducive to student learning with effective discipline management and programs for all students demonstrating need for intervention in suicide prevention, conflict resolution, and violence prevention. Parent and teacher surveys will reflect appropriate ratings for campus safety and discipline.

Evaluation Data Source: Parent and Teacher Surveys

Strategy 1

Provide canine drug detection.

Strategy's Expected Result/Impact: PEIMS 425 report

Staff Responsible for Monitoring: Administration, Guadalupe County PD

Funding Sources: SCE Funds,

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Strategy 2

Campus Counselors will develop relationships with outside mental health and family support agencies to support students and families needing mental health services, family counseling or specified counseling services related to individual needs.

Strategy's Expected Result/Impact: Provide appropriate counseling and services to students and families to meet needs.

Staff Responsible for Monitoring: Counselor

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July
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Strategy 3

A variety of alternatives will be utilized for discipline management i.e. lunch school detention, ISS, DAEP, suspension and expulsion.

Strategy's Expected Result/Impact: Student achievement; 425 report; daily climate

Staff Responsible for Monitoring: Administration

Funding Sources: SCE Funds, , Local Funds,

Formative Reviews

October

January

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July

Strategy 4

A character education program will be included into the ISS and DAEP programs.

Strategy's Expected Result/Impact: PEIMS 425 report; daily occurrences

Staff Responsible for Monitoring: Assistant principal
I.S.S. Coordinator

Funding Sources: Local Funds, , SCE Funds,

Formative Reviews

October

January

April

July

Strategy 5

Improve safety by requiring all visitors/ substitutes to wear name tags, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag. In addition, Guadalupe County Officers and admin will check for locked doors throughout the day as monitor the hallways.

Strategy's Expected Result/Impact: No unidentified and approved visitors on campus

Staff Responsible for Monitoring: All staff

Funding Sources: Local Funds,

Formative Reviews

October

January

April

July

Strategy 6

Counseling will include: mental health, bullying, dating violence, and sexual harassment.

Strategy's Expected Result/Impact: Parent and staff surveys

Staff Responsible for Monitoring: Counselor

Funding Sources: Local Funds,

Formative Reviews

October

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July

Strategy 7

Support efforts of the SHAC (School Health Advisory Council) in implementing services.

Strategy's Expected Result/Impact: SHAC; Fitnessgram results

Staff Responsible for Monitoring: Nurse, Principal, Counselor, SHAC

Funding Sources: Local Funds,

Formative Reviews

October

January

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July

Strategy 8

Promote safe and healthy life choices through PE, counseling services, and character education.

Strategy's Expected Result/Impact: Parent and staff surveys

Staff Responsible for Monitoring: Teachers, counselor, SHAC, Nurse

Formative Reviews

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January

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July

Strategy 9

Literature and contact options will be posted and available to students for issues surrounding dating violence. Counselors are available to work with teens in need of this service.

Strategy's Expected Result/Impact: Counselor contact logs

Staff Responsible for Monitoring: Counselors

Funding Sources: Local Funds,

Formative Reviews

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Strategy 10

Tracking and support for students assigned to ISS/DAEP will include immediate emails from administrators making the placement and daily updates of placement from DAEP coordinator.

Strategy's Expected Result/Impact: Regular and timely communication of student assignments and student work in the ISS/DAEP classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, DAEP Instructor.

Funding Sources: Local Funds,

Formative Reviews

October

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Strategy 11

All adults and students are being trained in ALICE protocol for response to potential active shooter scenarios.

Strategy's Expected Result/Impact: Better autonomy on the part of all members of the campus that will lead to the use of appropriate survival strategies in the event of a serious event.

Staff Responsible for Monitoring: Principal

Funding Sources: Local Funds,

Formative Reviews

October

January

April

July

Strategy 12

Student and community presentation of Shattered Dreams event to address drinking and driving once every four years.

Staff Responsible for Monitoring: Principal, staff representatives, community liaisons

Funding Sources: Local Funds,

Formative Reviews

October

January

April

July

Strategy 13

Participate in programs such as Red Ribbon Week to support the message of safe and drug free schools and life choices

Strategy's Expected Result/Impact: Student involvement, increase awareness in risky drug use, participation

Staff Responsible for Monitoring: Counselor, Nurse

Formative Reviews

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Strategy 14

The campus will maintain the "Stop the Bleed" packages around the campus in case of emergency and will ensure that all 9-12th grade students are provided with the opportunity to complete the "stop the bleed" training program.

Strategy's Expected Result/Impact: to help in an emergency situation

Staff Responsible for Monitoring: Nurse, Principal

Formative Reviews

October

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Strategy 15

NHS will continue to implement bullying prevention programs such as STOP IT (anonymous reporting) and the program help build character: Character Strong through lessons in the classroom. The Guadalupe County PD has also assisted in wellness checks during non school hours.

Strategy's Expected Result/Impact: Students safety and mental well being

Staff Responsible for Monitoring: Counselors, Principals, Security Team

Funding Sources: Title IV Federal Funds,

Formative Reviews

October

January

April

July

Strategy 16

Students will be required to wear their IDs as part of the Dress Code through ID checks during random parts of the day.

Strategy's Expected Result/Impact: Improved Campus Security

Staff Responsible for Monitoring: HS admin team

Formative Reviews

October

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July

Strategy 17

For better student management through the school day, teachers and admin will include as a duty location monitoring outside of student bathrooms.

Strategy's Expected Result/Impact: Curtail bathroom activities that could disrupt the campus

Staff Responsible for Monitoring: HS admin, teachers of the connected hallway

Formative Reviews

October

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July

Strategy 18

NHS will research the implementation of the Presidential Volunteer Service Award

Strategy's Expected Result/Impact: Student recognition and support of community activities

Staff Responsible for Monitoring: High School Administration

Formative Reviews

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April

July

Strategy 19

NHS At-Risk students will receive monitoring and support for attendance, academic needs through tier two or three interventions, homeless needs, behavior plans, and other needed supports.

Formative Reviews

October	January	April	July
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Strategy 20

Students with special education behavior plans will complete their plans with behavior specialists to help completion of graduation plans and other goals.

Funding Sources: SCE Funds,

Formative Reviews

October	January	April	July
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State Compensatory Education

State Compensatory

Budget for Navarro High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.8

Brief Description of SCE Services and/or Programs

Personnel for Navarro High School

Name	Position	FTE
Aaron Grubb	AEP	0.3
Cheyenne Lange	Credit Recovery	0.2
Daniel Meyers	Credit Recovery	0.2
Ishan Rison	Credit Recover	0.3
Lulu Mahmud	DAEP Paraprofessional	1
Natasha Rabideau	AEP	0.3
Nicholas Israel	Credit Recovery	0.2
Sara Scardina	ISS Paraprofessional	1
Taylor Poth	Credit Recovery	0.3



Funding Summary

Funding Summary

Title II Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$4,200.00
1	2	3		--	\$0.00
				Sub-Total	\$4,200.00

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
1	1	5	Training	--	\$0.00
2	2	3		--	\$0.00
6	1	2		--	\$0.00
6	1	3		--	\$0.00
6	1	4		--	\$0.00
6	1	5		--	\$0.00
6	1	6		--	\$0.00
6	1	7		--	\$0.00
6	1	9		--	\$0.00
6	1	10		--	\$0.00
6	1	11		--	\$0.00
6	1	12		--	\$0.00
				Sub-Total	\$0.00

SCE Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	4		--	\$0.00
4	1	1		--	\$0.00
4	1	3		--	\$0.00
6	1	1		--	\$0.00
6	1	3		--	\$0.00
6	1	4		--	\$0.00
6	1	20		--	\$0.00
Sub-Total					\$0.00

SPED Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
4	1	1		--	\$0.00
Sub-Total					\$0.00

CTE Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Training	--	\$0.00
2	2	3		--	\$0.00
Sub-Total					\$0.00

Federal Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	15	Title IV	--	\$0.00
Sub-Total					\$0.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Child Abuse and Neglect	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Coordinated Health Program	--	--	Wendy McMullen	9/9/2024
Decision-Making and Planning Policy Evaluation	Superintendent	8/5/2024	Wendy McMullen	9/9/2024
Disciplinary Alternative Education Program (DAEP)	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Dropout Prevention	--	--	Wendy McMullen	9/9/2024
Dyslexia Treatment Program	--	--	Wendy McMullen	9/9/2024
Title I, Part C Migrant	--	--	Wendy McMullen	9/10/2024
Pregnancy Related Services	Campus Nurse	9/2/2024	Wendy McMullen	9/10/2024
Post-Secondary Preparedness	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of Human Resources and School Leadership	9/2/2024	Wendy McMullen	9/9/2024
Student Welfare: Crisis Intervention Programs and Training	--	--	Wendy McMullen	9/9/2024
Student Welfare: Discipline/Conflict/ Violence Management	--	--	Wendy McMullen	9/9/2024
Texas Behavior Support Initiative (TBSI)	--	--	Wendy McMullen	9/9/2024
Technology Integration	--	--	Wendy McMullen	9/9/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	--	Wendy McMullen	9/9/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	--	--	Wendy McMullen	9/9/2024