

Navarro Independent School District



Navarro Junior High School

2026-2027 Campus Improvement Plan

Mission Statement

Navarro ISD builds collaborative partnerships by cultivating positive relationships that grow successful students; helping them make connections that prepare them for their future.

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

Needs Assessment Overview

Summary

- I. Fast growing community growing at a 13% rate.
- II. Struggling in math specifically 7th grade.
- III. Special Education population is underperforming yearly.
- IV. Certain subpopulations are not meeting the federal accountability threshold for three years.

Demographics

Summary

NJH is comprised of 6th through 8th grade students. We currently have almost 800 students. Our ethnic breakdown is as follows: 44% of our students are white, 46% are Hispanic, the rest of our population is made up of two or more races, African American, and American Indian. 42% of our students are economically disadvantaged. 18% of our students are in our Special Education Program. 5% of our students are in the ESL program. 38% of our students are At Risk.

Strengths

Navarro Junior High has a dedicated and experienced staff to support student needs. Our increase in student population has created a more diverse population that has included students from various cultural backgrounds and home languages, as well as an increase in students with disabilities. In addition to the diversity of students enrolling in our school, our parents and community continue to support the campus with active involvement in academics, campus events and student social-emotional development.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Achievement Gaps Across Student Groups	Special education students consistently perform below their peers on state assessments, indicating persistent achievement gaps.
2	Support for Special Education Students	With 18% of students in Special Education, the campus struggles to provide consistent access to grade-level curriculum and targeted interventions that meet individual learning needs.

★ = Priority

Student Learning

Summary

Although we showed an increase in scores from 2025, we are still underperforming in 7th grade math and 6th grade English as well as 8th grade Social Studies. Our meets and masters are below state average.

Strengths

Strengths:

Algebra I had 100% passing rate

7th and 8th ELA had high meets and masters.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Overall performance on the 8th grade Social Studies STAAR has suffered.	Social Studies teachers at NJH have traditionally been coaches which means they have frequent absences due to games and travel leaving students to learn content from substitutes.
2 Overall performance of special education and EB students	Special Education and EB students have limited access to consistent, research-based instructional strategies, targeted interventions, and language supports within the general education setting. Inconsistent teacher training on differentiation, scaffolding, and progress monitoring reduces the effectiveness of instruction, contributing to performance gaps for these populations.
3 Discrepancy in 7th grade math between all students and critical sub populations.	The top 100 students in 7th grade math take the 8th grade test due to being enrolled in an advance class.

★ = Priority

School Processes & Programs

Summary

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parent and community members in understanding the flow of instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative and uses the TCMPC as a foundation for the district curriculum providing a sequence for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. NJH also uses Eduphoria Aware to house and analyze student testing and academic performance. The reporting feature of Aware allows teachers to review in-district assessment performance.

NJH also uses MAP (Measures of Academic Progress) assessments. The assessments are universal screeners that in a short time frame identify what students are ready to learn at the beginning, middle and end of a school year. This diagnostic tool provides instructional goals by students and helps identify instructional gaps among students, classes and content areas. These assessments are used in combination with STAAR, classroom assessment data and Professional Learning communities to help make sound instructional decisions focused on student needs.

Strengths

The faculty, staff and students at NJH create a welcoming and safe environment for all of our students and staff. Our environment allows us to recruit and retain highly qualified staff. This environment also helps our students and staff flourish in the learning process. All of the staff uses data analysis tools, TEKs resources and opportunities for staff development with contributes to a positive environment and allows us to retain both students and staff. Staff members are involved in Professional Learning Communities to assist with vertical and horizontal alignment of curriculum and curriculum resources.

Perceptions

Summary

NJH values strong working relationships with our stakeholders. We continue to work to provide our students with facilities that are inviting and inspire a learning community. We value and want to attract a diverse staff that engages our student and we want to meet the needs of all of our students. NJH provides a culture that is positive and welcoming to all of our students and community members.

Strengths

The faculty, staff and students at NJH create a welcoming and safe environment for all of our stake holders. This type of environment allow us to recruit and retain highly qualified staff members. This type of environment also contributes to the learning process as students are comfortable and allows the learning process to flourish.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback

- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

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

Goal 1

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

Performance Objective 1

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

Evaluation Data Source: Professional Development Schedules

Strategy 2

Enhance Professional Learning Community meetings among grade levels and content areas to support teacher curricular and assessment needs.

Staff Responsible for Monitoring: Principal, Chief Instructional Officer, Academic Dean

Funding Sources: Local Funds,

Formative Reviews

October

January

April

July

Performance Objective 2

Providing individual and group teacher support through contracted services.

Evaluation Data Source: STAAR Scores, Walk Through Data, Benchmark Scores

Strategy 1 Targeted Support Strategy

Provide a 2.5 day Professional Development to English teachers regarding Writing Across the Curriculum

Strategy's Expected Result/Impact: Increase writing scores 5%

Staff Responsible for Monitoring: Principal, Academic Dean, Academic Supports, Region 13

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

Title I: 2.5.2
TEA Priorities: Build a foundation of reading and math
Formative Reviews

October **January** **April** **July**

Strategy 2 **Targeted Support Strategy**

Provide personalized coaching with the math department based on data.
Strategy's Expected Result/Impact: Increase meets preformance by 5% in each grade
Staff Responsible for Monitoring: Principal, Academic Dean, Academic Supports
Funding Sources: Title II Funds, \$12,600

Title I: 2.5.2
Formative Reviews

October **January** **April** **July**

Performance Objective 3

Support resident and new teachers through a structured mentoring program - Texas Mentorship Program.
Evaluation Data Source: Region 20 Checklist for Mentors/Mentees

Strategy 1

Establish a training and meeting schedule for the mentor/mentees.
Strategy's Expected Result/Impact: Retention
Staff Responsible for Monitoring: Principal, AP, Coordinator of Stragetetic Talent Iniatives
Formative Reviews

October **January** **April** **July**

Priority 2: Maximizing Student Performance:

Goal 2 The campus will continue to focus on the improvement of student performance outcomes on State assessments in targeted student performance domains of meets and masters.

Performance Objective 1

Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading by 10%, including targeted subpopulations.

Evaluation Data Source: STAAR Assessments, District Assessments

Strategy 1 ☒ Targeted Support Strategy

Implement Curipod across all content classes to host weekly, interactive "Quick Write" and Short Constructed Response (SCR) modules tied to STAAR rubric standards.

Strategy's Expected Result/Impact: Increase Reading Scores, Provide immediate feedback to students

Staff Responsible for Monitoring: Principal, Academic Dean, District Instructional Team

Formative Reviews

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Strategy 2 ☒ Targeted Support Strategy

Leverage a 30 minute Intervention period to deliver targeted small-group intervention focused on specific STAAR reporting categories.

Strategy's Expected Result/Impact: Increase scores in both Reading and Math STAAR

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

Formative Reviews

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Strategy 3 ☒ Targeted Support Strategy

Establish weekly Data-Driven PLC Cycles across 6th-8th grade ELA teams to continuously evaluate assessment results and facilitate student-led data tracking.

Strategy's Expected Result/Impact: Increase in both Reading and Math STAAR

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

Formative Reviews

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July

Strategy 4 Targeted Support Strategy

Utilize Reading by Design, Reading Horizons, and Reading Plus for specially designed instruction to support Special Education Students in closing academic gaps.

Strategy's Expected Result/Impact: Training for Staff Members, Student Growth Special Education Students

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Dean, Director of Special Education

Formative Reviews

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July

Performance Objective 2

Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math by 10%, including targeted subpopulations.

Strategy 1 Targeted Support Strategy

Leverage a 30 minute Intervention period to deliver targeted small-group intervention focused on specific STAAR reporting categories.

Strategy's Expected Result/Impact: Increase in both Reading and Math STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, District Instructional Team

Formative Reviews

October

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Strategy 2 ☒ Targeted Support Strategy

Implement ALEKs across all math classes to provide online targeted intervention.

Strategy's Expected Result/Impact: Increase in Math STAAR results

Staff Responsible for Monitoring: Principal, Academic Dean, District Instructional Team

Formative Reviews

October January April July

Strategy 3

Establish weekly Data-Driven PLC Cycles across 6th-8th grade math teams to continuously evaluate assessment results and facilitate student-led data tracking.

Strategy's Expected Result/Impact: Increase in both Reading and Math STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, District Instructional Team

Formative Reviews

October January April July

Goal 3

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

Navarro Junior High will build a thriving learning community for all students.

Performance Objective 1

Navarro Junior High will support student's social and emotional wellbeing.

Evaluation Data Source: Character Strong Usage, CIS student list, counselor sign-in.

Strategy 1

Students will engage in weekly relationship development activities, goal setting, check-in, and action planning during Panther Time to include an opportunity to request counselor support using the Character Strong Curriculum.

Strategy's Expected Result/Impact: Decrease in student discipline referrals

Staff Responsible for Monitoring: Principal, Counselor, Communities in Schools

Formative Reviews

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Strategy 2

Navarro Junior High will partner with Communities in Schools to provide a Site Coordinator on campus to support students.

Strategy's Expected Result/Impact: Decreased discipline, decreased absences, increase in academics

Staff Responsible for Monitoring: Principal, Communities in Schools, Chief Academic Officer

Formative Reviews

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Performance Objective 2

Increase the overall percentage of 6th-8th grade students participating in at least one extracurricular or co-curricular activity (athletics, fine arts, clubs, or campus organizations) by 5%.

Evaluation Data Source: campus based tracker

Strategy 1

Host an interactive 5th-grade campus tour in the spring to demystify middle school and actively recruit incoming students into campus activities.

Strategy's Expected Result/Impact: Increase student knowledge of organizations, encourage involvement

Staff Responsible for Monitoring: Principal, Assistant Principals, Club Sponsors, Athletic Director/ Coordinators, Fine Arts Director

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 2

Establish a High School Athletic Liaison partnership to bridge the gap between junior high programs and high school sports expectations, building excitement and athletic retention.

Strategy's Expected Result/Impact: Increase participation in the athletic program

Staff Responsible for Monitoring: Principal, Athletic Director and Coordinators

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 3

Host a multi-disciplinary Junior High Fine Arts Showcase Night in late Fall/Spring to highlight student talent, boost enrollment in electives, and engage parents.

Strategy's Expected Result/Impact: Increase involvement in Fine Art activities

Staff Responsible for Monitoring: Principal, Assistant Principal, Fine Arts Director

Formative Reviews

OctoberJanuaryAprilJuly

Goal 4

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

Performance Objective 1

Creating a welcoming physical environment: updated signage, student artwork displays, and branded hall graphics that foster school spirit.

Strategy 1

Enhance the physical campus culture and learning environment by updating 100% of common-area signage with clear PBIS expectations and student work displays

Strategy's Expected Result/Impact: Creating a welcoming environment where students understand expectations

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor

Formative Reviews

October

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July

Strategy 2

Establish a broad-based Student Advisory & Campus Environment Committee to continuously audit, maintain, and enhance the learning environment across the entire school building.

Strategy's Expected Result/Impact: Provide an opportunity for student input in the culture of the school

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor

Formative Reviews

October

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July

Goal 5 District Priority 5: Obtaining and Maintaining Top Rated District Recognition

Performance Objective 1

Campuses will intentionally target special populations to close achievement gaps and earn TEA distinction designations through data-driven interventions and progress monitoring.

Evaluation Data Source: STAAR Accountability

Strategy 1 Targeted Support Strategy

Campuses will utilize Professional Learning Communities (PLCs) and regular Data Discussions to identify learning gaps and design targeted Interventions and Enrichment Opportunities for special populations to drive student growth and secure TEA distinctions.

Strategy's Expected Result/Impact: Increased student growth and performance among special populations, leading to closed achievement gaps and successful attainment of TEA distinction designations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, District Instructional Team

Formative Reviews

October	January	April	July
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Strategy 2 Targeted Support Strategy

Develop a plan for additional tutoring support using local professionals.

Strategy's Expected Result/Impact: Increase student growth and performance

Staff Responsible for Monitoring: Principal, Academic Dean

Funding Sources: Title I Funds, \$10,000

Formative Reviews

October	January	April	July
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State Compensatory Education

State Compensatory

Budget for Navarro Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

Communities in Schools Site Coordinator is funded through SCE. She supports student's mental health, basic needs, and counsels students.

Personnel for Navarro Junior High School

Name	Position	FTE
Kiomi Hernandez	Communities in School Site Coordinator	1
Nikki Gresham	Teacher's Aide	0.5



Funding Summary

Funding Summary

Title II Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$4,200.00
1	2	2		--	\$12,600.00
Sub-Total					\$16,800.00

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2		--	\$10,000.00
Sub-Total					\$10,000.00

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$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