

Navarro Independent School District



Navarro Intermediate School

Accountability Rating: B

Distinction Designation:

Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

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

Annual CNA Process:

The District and campus administrators review the goals set forth by the Board of Trustees each year. Professional Learning Committees meet on campus to review and examine multiple sources of campus data including the Texas Academic Performance Report. The campus PLCs analyze collected data to identify campus strengths and needs. These needs are the foundation of the development and updating of the annual campus improvement plan. The results of the annual campus needs assessment help the Campus Improvement Committee (CIC) to identify strategies and activities to address identified strengths and needs. The NIS Campus Improvement Committee (CIC), which consists of campus administrators, teachers, parents, community and business representatives, began conducting a comprehensive needs assessment for the 2026-2027 school year in April. Revisions will continue throughout the year as needed. Multiple data sources were reviewed, discussed and disaggregated. Strengths were identified to build upon. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

Demographics

Summary

Navarro Intermediate School is located in the Navarro Independent School District and it is comprised of approximately 796 3rd-5th grade students. The ethnic make up for the campus is as follows:

Total Enrollment: 796

American Indian/Alaskan	0	0.0%
Asian	6	0.79%
Black/African American	27	3.6%
Hispanic/Latino	377	49.7%
White	307	40.0%
Hawaiian/Pacific Is.	7	0.92%
Two or More	35	4.6%

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ SpEd students need a variety of support services and assistance to be academically successful.	The Intermediate campus has seen an increase in the number of enrolled Special Education students who require a variety of needs and personnel.

★ = Priority

Student Learning

Summary

2024

Reading:	App.	Meets	Masters
3rd	78%	44%	16%
4th	84%	53%	18%
5th	82%	59%	27%

2025

Reading:	App.	Meets	Masters
3rd	81%	52%	21%
4th	85%	54%	22%
5th	80%	61%	31%

2026

Reading:	App.	Meets	Masters
3rd	79%	58%	28%
4th	81%	53%	19%
5th	82%	58%	33%

2024

Math:

3rd	81%	51%	17%
4th	73%	52%	22%
5th	80%	50%	15%

2025

Math	App.	Meets	Masters
3rd	82%	57%	27%
4th	76%	53%	27%

5th	81%	55%	24%
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2026

Math	App.	Meets	Masters
3rd	80%	59%	36%
4th	79%	61%	33%
5th	83%	55%	23%

2024

Science:	78%	36%	15%
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2025

Science:	77%	38%	17%
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2026

Science	72%	47%	25%
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Strengths

Significant increases were made in meets and masters in 3rd and 4th grade math. 3rd grade reading also had increases in meets and masters. Science increased in meets by 9% in meets and 8% in masters. We earned distinctions this year for both math and science.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Our English Language Learners are under performing on most STAAR assessments. The campus must increase overall STAAR performance percentages of ELL students to a minimum of 70% approaches standard, 40 meets standard, and 15% masters standard.	There is an increased need to teach ELL strategies and provide targeted intervention and instruction for all identified ELL students that incorporate SIOP protocols..
2★	Students being served through Special Education supports continue to be outperformed by their peers.	While these students have specific learning goals, targets and supports, the gap in performance is not closing at a rate commensurate with their peers.
3★	Fidelity of effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS.	By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, and more students should be able to achieve the "Meets" or "Masters" level of achievement.
4	Navarro Intermediate is projected to have an overall rating of a B (80) for the 2025 school year based upon STAAR results. The previous rating in 2024 was a C. Scaled Scores were given for the following: STAAR Performance: 80 Relative Performance : 78 Academic Growth: 82 Closing the gaps: 87	A new resource was introduced for 2 grade levels, 2 ELAR teachers retired from the 3rd grade team and we continue to try and make gains in our SpEd population. We have some gains to make in math and will be structuring our math block to include certain daily components.
5	Navarro Intermediate STAAR Results showed being below state levels in all testing areas for our SpEd. population in approaches, meets, and masters.	There has been a significant increase in the number of Special Education students and needing additional SpEd staff in order to provide the necessary supports for this population of students. SpEd students have to have more exposure to grade level materials in order to make the necessary gains and this includes having more minutes in class in order to provide this.

★ = 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 TEKS Resource System as a foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide a sequence for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. The TEKS Resources System provides a Scope and Sequence and Instructional Focus Documents for each grade level and content area to help frame the lesson and ensure that TEKS are covered in the classroom according to the depth and intensity designed by the State of Texas. NIS also uses Eduphoria Aware to house and analyze student testing and academic performance data. The reporting feature of Aware allows teachers to review in-district assessment performance. The staff also uses resources provided by Lead4ward to help review and analyze data for instructional planning. The combination of the three curriculum resources provides teachers with the data tools necessary to design engaging lessons targeted at the highest needs. NIS also participated in Explicit Instructional training to assist with lesson design that promotes classroom management and engagement.

NIS 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 for 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

In order to ensure our students are learning and retaining information, a strong focus is placed on instruction development through effective curriculum planning. Staff members are involved in Professional Learning Communities to assist with vertical and horizontal alignment of curriculum and curriculum resources. These meetings specifically address curriculum effectiveness and student performance outcomes. Response to Intervention (RTI) meetings are held to allow for the Student Success team to meet and discuss with the campus stakeholders our most at-risk student population. During these regular meetings, we are able to further identify targeted instructional strategies or interventions that ensure all students receive quality instruction and meet targeted goals to reach their fullest potential. The faculty, staff and students at NIS create a welcoming and safe environment that is conducive to learning. Our healthy school environment allows us to recruit and retain highly qualified staff. All staff members are able to utilize data analysis tools, TEKS resources and opportunities for staff development to improve instructional practices, which also contributes to a positive and effective learning environment. In order to address student behavior, a Positive Behavior Intervention Support (PBIS) system has been implemented with established schoolwide goals and input from all stakeholders. Consistent Staff Development opportunities are provided to all staff so that specific instructional needs can be addressed and the staff can customize training based on their identified professional goals. Technology is readily available to all staff members and students through the district 1:1 initiative, and training has been provided by the district to improve instruction and seamless integration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Emerging Bilingual Learners lag in vocabulary and verbal language skill development as shown in historical STAAR and TELPAS scores.	EBs may not be receiving the level of academic vocabulary they need to be successful.
2 ★ There is a continued need for RTI supports and intervention training to support at-risk learners.	The campus needs to further define intervention strategies that are effective to meet the specific needs of identified students. This includes providing effective supports for students with dyslexia or identified reading impairments.
3 We have an increase in the number of parents who desire communication home in Spanish. Communication needs to reach all of our stakeholders through a variety of avenues.	An increase in our number of EB students.

★ = Priority

Perceptions

Summary

NIS 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 students, and we want to meet the specific needs of all of our students. NIS works to provide a culture that is positive and welcoming to all of our students and community members. NIS works with several organizations to help our students make sound decisions and maintain a safe environment. Our PTO meets once a month and has active parent participation and involvement. They will assist us with putting on our Trunk-or-Treat this fall and will have the Snow-Ball in the winter. They will hold a fundraiser this fall as well.

Intermediate parents serve on our PTO, SBDM Team, DEIC, and SHAC.

Specials teachers will collaborate to put on our Music/Art Showcase in Dec.

Additional opportunities for parent involvement include our Open House, Grandparents Day Breakfast, Music/Art Showcase, Trunk-or-Treat, Veteran's Day Assembly, Book Fair, Student Council Color Run, Student-led conferences, and the Snow-Ball.

Honor Society will have a family trivia night in the spring.

Strengths

As NIS works to promote the perceptions of our campus, there is a strong working relationship with the PTO. Also, in line with our campus values, we strive to teach our students the things necessary to be good citizens in our Core Essentials Curriculum Program. Our goal is to teach our students about diversity and the importance of accepting and understanding other cultures or interests. There are several after school activities available for students which include UIL academics, Choir, and Art Club to name a few. Implementation of DART Student (doing all the right things) of the month for high academic or behavioral achievement. A Student Council Committee has been established and these students meet regularly to identify projects and activities that will positively impact the school community including participating in community service projects and events. They were also able to attend a Leadership Conference this fall. We also have Honor Society, to promote and encourage our student Leadership. Our counselor has implemented Start With Hello Week, Team Up Against Bullying, temperature checks for students, and College/Career Readiness Month.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Ensuring a positive campus culture and a shared vision is maintained.	There needs to be a continued focus on a shared vision and encouragement of candid conversations and campus-wide collaboration to maintain a healthy school culture and positive learning environment.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a continued need for RTI supports and intervention training to support at-risk learners.

The campus needs to further define intervention strategies that are effective to meet the specific needs of identified students. This includes providing effective supports for students with dyslexia or identified reading impairments.

2
★

Fidelity of effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS.

By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, and more students should be able to achieve the "Meets" or "Masters" level of achievement.

3
★

Low performance of Emerging Bilingual Learners across all STAAR tests. Increase overall STAAR percentages to 65% approaches standard, 40% meets standard, and 10% masters standard.

Increased number of EB students; increased need to teach EB strategies.

4
★

SpEd students need a variety of support services and assistance to be academically successful.

The Intermediate campus has seen an increase in the number of enrolled Special Education students who require a variety of needs and personnel.

5
★

Our English Language Learners are under performing on most STAAR assessments. The campus must increase overall STAAR performance percentages of ELL students to a minimum of 70% approaches standard, 40 meets standard, and 15% masters standard.

There is an increased need to teach ELL strategies and provide targeted intervention and instruction for all identified ELL students that incorporate SIOP protocols..

6
★

Students being served through Special Education supports continue to be outperformed by their peers.

While these students have specific learning goals, targets and supports, the gap in performance is not closing at a rate commensurate with their peers.

7



Emerging Bilingual Learners lag in vocabulary and verbal language skill development as shown in historical STAAR and TELPAS scores.

EBs may not be receiving the level of academic vocabulary they need to be successful.

★ = Priority



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
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results

Student Data: Student Groups

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Gifted and talented data

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation



Goals

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

Goal 1

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

Performance Objective 1

NIS 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.

Strategy 1

The campus will recruit and hire highly qualified staff by establishing and maintaining 100% participation in teacher residency and Grow Your Own pipeline programs.

Strategy's Expected Result/Impact: Teachers coming out of school more prepared and ready to be hired.

Staff Responsible for Monitoring: Administrators, Academic Dean, HR

Funding Sources: Local Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October

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April

July

Strategy 2

Campus leadership will provide quarterly, high impact professional learning on core TEKS alignment, technology integration, Special Population strategies, and Response to Intervention.

Strategy's Expected Result/Impact: Stronger Tier 1 Instruction, increased student performance on STAAR, benchmarks

Staff Responsible for Monitoring: Administrators, CAO, IC's, SpEd Director

Funding Sources: Local Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 3

The campus will assign 100% of new teachers a trained mentor and provide structured onboarding to support retention and instructional success.

Strategy's Expected Result/Impact: Highly trained teachers who are confident in their role and content area.

Staff Responsible for Monitoring: HR, Admin.

Funding Sources: Local Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 4

Instructional teams will engage in bi-weekly PLC meetings with 100% attendance to align curriculum, analyze student data, and design targeted remediation efforts.

Strategy's Expected Result/Impact: Teachers will collaborate with their teams, discuss ideas, successful strategies that will increase student learning goals/objectives, and outcomes

Staff Responsible for Monitoring: Admin., CAO

Funding Sources: Local Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Performance Objective 2

Providing individual and group teaching support through contracted services.

Strategy 1

Two days of Writing PD through Region 13.

Strategy's Expected Result/Impact: Increased writing strategies from teachers and increased performance in writing from students.

Staff Responsible for Monitoring: ELAR IC, Admin., CAO

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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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, while also supporting student's social and emotional growth.

Performance Objective 1

At least 60% of all students will achieve or "meet grade level" performance on state and district reading and math assessments. Our special populations will increase in the area of meets by 5% or more in math and reading.

Evaluation Data Source: STAAR/ Benchmark Data

Strategy 1

Teachers will analyze common assessments, MAP screeners, and benchmark data every 3-4 weeks to identify skill gaps and deliver immediate, targeted remediation to 100% of students not demonstrating expected growth.

Strategy's Expected Result/Impact: Increased student performance.

Staff Responsible for Monitoring: Teachers, Admin., IC's

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

The campus will utilize the RTI process to provide structured Tier 2 and Tier 3 interventions, 504 accommodations, and Special Education/ESL services for 100% of students failing to make progress through Tier 1 instruction.

Strategy's Expected Result/Impact: Increased proficiency in our most struggling students and special populations.

Staff Responsible for Monitoring: Intervention Teachers, ESL staff, IC's, Admin., teachers, 504 Coordinators

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

In collaboration with the Instructional Technologist, teachers will integrate interactive learning technology into core lessons at least twice weekly to enhance student engagement and concept mastery.

Strategy's Expected Result/Impact: Increased student engagement
Increased proficiency in the area of meets for all testing

Staff Responsible for Monitoring: Admin., teachers, instructional technologist

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2

Campus attendance will increase from 95% to 96% by the end of May 2027.

Evaluation Data Source: PEIMs Attendance Reports

Strategy 1

School wide data tracking and rewarding high class and individual attendance.

Strategy's Expected Result/Impact: Increase in student attendance

Staff Responsible for Monitoring: Registrar, Admin., Counselors

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Strategy 2

Attendance improvement meetings with parents of those students with chronic attendance issues, in order to put attendance improvement plans in place.

Strategy's Expected Result/Impact: Increased campus attendance
Increased student learning outcomes

Staff Responsible for Monitoring: Admin., registrar, counselors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Goal 3 Navarro Intermediate School will build a student-centered, supportive culture that provides high-interest co-curricular and extracurricular opportunities, fostering well-rounded growth, school pride, and strong family/community partnerships.

Performance Objective 1

Encourage more involvement in school clubs/activities, and expand our after school club offerings to add more. At least 75% of students will be involved in some type of extra-curricular or co-curricular activity for the 2026-27 school year.

Evaluation Data Source: Student interest surveys
Teacher Rosters

Strategy 1

The campus will support and maintain active participation across all fine arts and campus clubs, including Student Council, Kindness Club, Student Council, UIL, Art Club, The Musical, Drama Club, Name that Book Club, Choir Club, Running Club.

Strategy's Expected Result/Impact: Development of well rounded students
Student participation of clubs and activities will increase

Staff Responsible for Monitoring: Teachers, Admin., counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

NIS Campus will promote a healthy lifestyle through physical education curriculum and wellness objectives. In addition, campus wide activities such as Red Ribbon Week, Jump Rope for Heart, Color Run, Reindeer Run, Field Day, and multiple community service projects will be implemented.

Strategy's Expected Result/Impact: Multiple opportunities for engagement
Development of well rounded students

Staff Responsible for Monitoring: Admin., campus staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

NIS will foster a collaborative campus that builds positive relationships with students, parents, staff, and community members.

Evaluation Data Source: PTO Members

Staff and student surveys

Parent/community surveys

Participation in campus activities

Strategy 1

NIS will host monthly family engagement activities to bring in parents and community members for engagement and involvement. These activities will include Open House, Grandparents Day Breakfast, Book Fair, Trunk-or-Treat, Reindeer Run, Literacy Night, STEAM Night, Family Trivia Night, Musical Performance, Color Run

Strategy's Expected Result/Impact: More family engagement

Staff Responsible for Monitoring: Admin, staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

NIS will communicate with parents in order to keep them informed. This will take place through Parent Square, phone calls, emails, campus newsletters, teacher newsletters, on campus activities, parent meetings.

Strategy's Expected Result/Impact: Increased support of student learning, attendance, health initiatives, campus activities

Staff Responsible for Monitoring: Admin., teachers, registrar, counselors

Formative Reviews

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

Performance Objective 1

NIS will promote a safe school environment, consistent counseling program, student wellness and provide character development opportunities in order to build positive relationships with all stakeholders.

Evaluation Data Source: Student/community surveys
Counselor visits

Strategy 1

Staff will implement a campus-wide PBIS model featuring monthly behavioral recognition and whole-class reward systems to reduce discipline referrals and time-outs by 15% annually.

Strategy's Expected Result/Impact: Increase in positive behavior
Decrease in office referrals across the campus

Staff Responsible for Monitoring: Admin., teachers, counselors

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Counselors and behavior specialists will deliver targeted conflict resolution, social skills training, and counseling services to 100% of students identified with elevated behavioral or social-emotional needs.

Strategy's Expected Result/Impact: Decreased referrals
Students more capable of handling problem/conflict situations

Formative Reviews

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Strategy 3

The counselor and nurse will deliver 100% of planned character, anti-bullying, and maturation

lessons while collaborating with community partners to provide support services to families in need.

Strategy's Expected Result/Impact: Increased knowledge of character development
Knowledge of bullying and what it is and is not
Families having needs met

Staff Responsible for Monitoring: Admin., counselors, nurse

Formative Reviews

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Strategy 4

The campus will maintain safety readiness by completing 100% of required emergency drills and promoting the STOPit app to 100% of students and staff for anonymous reporting.

Strategy's Expected Result/Impact: Increased safety

Staff Responsible for Monitoring: Admin., Director of Operations, Counselors

Formative Reviews

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Strategy 5

Campus staff will enforce strict facility security measures by maintaining 100% compliance with visitor and staff ID badge protocols at all times.

Strategy's Expected Result/Impact: Increased safety on campus

Staff Responsible for Monitoring: NIS Staff, Admin, Director of Operations

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Goal 5

District Priority 5: Obtaining and Maintaining Top Rated District Recognition

Performance Objective 1

NIS will continue to promote family engagement activities, and increase opportunities to show committment to students, staff, and community members/parents.

Evaluation Data Source: Family/community surveys

Strategy 1

NIS will maintain and grow our Purple Heart Initiative/School.

Formative Reviews

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Performance Objective 2

NIS will increase it's number of student participation in all UIL activities by 5%.

Evaluation Data Source: UIL Participation Documents

Performance Objective 3

NIS will increase by 5% in the area of closing the gaps by 2027.

Evaluation Data Source: STAAR Data



State Compensatory Education

State Compensatory

Budget for Navarro Intermediate School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

We have 2 reading interventionists who service our Tier 3 students and meet with teachers regularly to discuss the progress and next steps for these students. They meet with students in grades 3-5 four times a week and work on those reading skills that are missing ar students are struggling with the most. We have an ESL paraprofessional who services our campus and assists with our EB students.

Personnel for Navarro Intermediate School

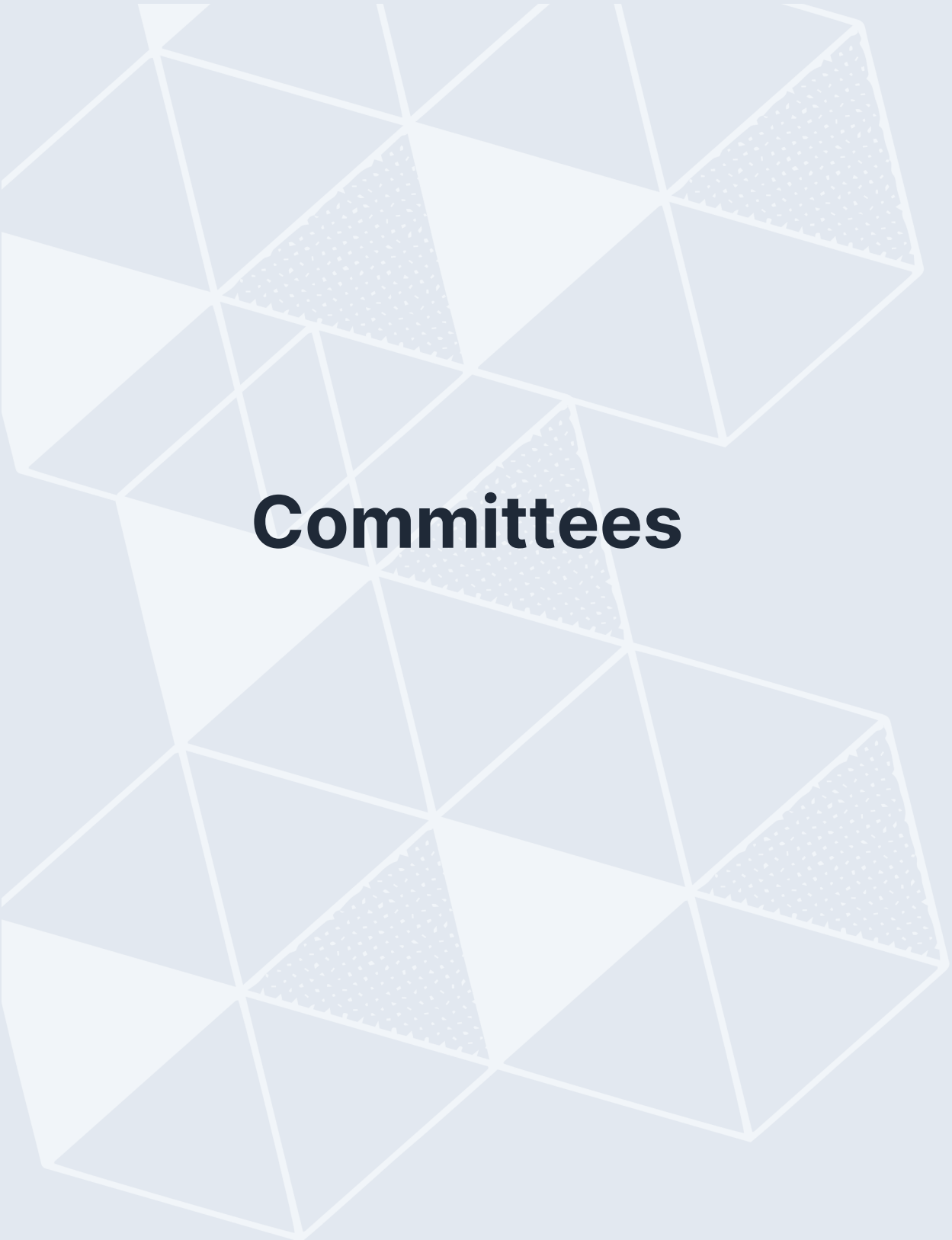
Name	Position	FTE
Keli Seidel	Reading Intervention Teacher	1
Kristi Monkerud	Reading Intervention Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Raejeania Pittman	Math Tutor	Title 1	



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 25, 2026 @ 6:00 PM	Intermediate Cafeteria	--	--

Members

First Name	Last Name	Position	Committee Role
Brandy	Coppedge	Parent	Parent
Jenny	Sindt	NIS Librarian	Teacher
Kayla	Pieprzica	3rd Grade Teacher	Classroom Teacher
Melinda	Wilborn	3rd Grade Teacher	Classroom Teacher
Darby	Clardy	NIS Counselor	Non-Classroom Professional
Michelle	Schwarzlose	NIS Principal	Administrator

Site-Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Melinda	Wilborn	3rd teacher	Teacher
Kathryn	Pfenninger	Parent	Parent
Brandy	Coppedge	Parent	Parent
Ali	Hill	5th Teacher	Teacher
John	Martinez	SpED Teacher	Teacher
Darby	Clardy	NIS Counselor	Non-classroom Professional
Michelle	Schwarzlose	NIS Principal	Administrator

Site-Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Darby	Clardy	NIS Counselor	Non-classroom Professional
Jamie	Hawkins	NIS Parent	Parent
Jessica	Bartholomew	NIS 5th Grade Teacher	Classroom Teacher
Lori	Shults	NIS 4th Grade Teacher	Classroom Teacher
Sandy	Putnam	NIS 6th Grade Teacher	Classroom Teacher
Megan	Ramos	NIS Assistant Principal	Administrator
Michelle	Schwarzlose	NIS Principal	Administrator



Funding Summary

Funding Summary

Local Funds

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