

Lamar Consolidated Independent School District

Navarro Middle School

2021-2022 Campus Improvement Plan



Mission Statement

Navarro Middle School is dedicated to success our commitment to the future reflects Pride, Achievement and Respect.

Vision

Navarro Middle School prepares and inspires our students to achieve academic excellence through a rigorous, balanced education from caring staff. In collaboration with parents and community, we provide an exemplary education for all students in a safe environment. Students leave our school ready to explore opportunities and connect with the future.

Value Statement

The Ranger Mentality encompasses high expectations, integrity, respect, pride, passion, commitment, achievement, responsibility, transparency, collaboration and be solution focused.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro Middle School is a unique campus in Lamar Consolidated ISD, as it is one of few sixth grade campuses in Texas. We are home to the glorious Rangers. We are located in Rosenberg, Texas, which is a suburban city southwest of Houston, Texas. Navarro Middle , which serves students in 6th grade only has a current student enrollment for the 2020-2021 school year of approximately 558 students. Navarro Middle School is on the Red Track and receives students from elementary schools that include Taylor Rey, Travis, Culver, Bowie, Beasley, Myer and Arredondo. Our campus demographics have an ethnic distribution of 72.8% Hispanic, 2.0% Asian, 13.6% African American, 76.5% Economically Disadvantaged, 27.2% LEP, 21.9% SPED and 50.4% at risk. Our campus is a Title One Campus with 76.5% of our students considered Economically Disadvantaged. Our cultural and social concerns are with addressing and the achievement gaps for all of our students.

Demographics Strengths

Navarro Middle School is a culturally diverse campus of students and staff. Students from various ethnic, economic and educational backgrounds receive services from a variety of programs. Navarro Middle School teachers and paras all high qualified to serve our students.

Student Learning

Student Learning Summary

Navarro Middle School is the 6th grade campus for George Jr. High School. The two campuses received a C rating for the 2018-2019 school year.

2018 - 2019 STAAR Data

6th Grade Data

2021 STAAR Mathematics Data

	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
Campus	67%	31%	13%
Economically Disadvantaged	64%	28%	12%
African American	67%	29%	16%
Hispanic	66%	29%	11%
White	71%	31%	18%
Two or More Races	67%	50%	17%
EL	61%	25%	6%
Special Education	31%	4%	1%

2021 STAAR Reading Data

	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
Campus	55%	25%	9%
Economically Disadvantaged	54%	23%	8%
African American	60%	25%	13%

Hispanic	52%	23%	6%
White	68%	32%	16%
Two or More Races	67%	67%	33%
EL	40%	17%	3%
Special Education	11%	2%	3%

Student Learning Strengths

During the 2020 - 2021 school year Navarro Middle School strengthened our PLC process by involving district instructional coaches in our PLC's, teachers and students adjusted for face-to-face and virtual learning. Our ELA and Math Instructional facilitators attended Jim Knight Impact Cycle training, implemented video coaching through the use of SIBME and attended monthly David LaRose trainings.

During the 2020 - 2021 school year Navarro Middle School first year monitors approached ELA with 95%, Meets 53% and Masters 32%. All first years approached math with 100%, Meets 58% and Masters 42%. Navarro Middle School 2nd year monitors approached with 93%, 67% and 27% in ELA. In math, all 2nd year monitors approached, 73% Meets and 33% Master.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 33% of our students did not reach the passing rate to approach on the Math STAAR assessment. **Root Cause:** Initial instructions were not intentional during the school year. Began after school tutorials later in the school year. Utilizing a different drafting system for interventions.

Problem Statement 2: 45% of our students did not reach the passing rate to approach the Reading STAAR assessment. **Root Cause:** New ELA team for the 2020 - 2021 school year. Team were not intentional with instructional minutes. Implementing small group instruction too late in the school year.

Problem Statement 3: 89% of our SPED students did not reach the passing rate on the Reading STAAR assessment. **Root Cause:** Co-teach team did not utilize co-teach

School Processes & Programs

School Processes & Programs Summary

NMS currently has a highly qualified staff that is professional and attentive to the needs of students. Research demonstrates that teacher retention goes hand in hand with professional development. Here at NMS we provide various opportunities for professional development on campus and away. Our teachers select their professional development based on areas of growth. NMS also sends teachers to Region IV sessions, conferences, and any other applicable trainings for personal growth with classroom management or any other identified need. The administrative team conducts weekly classroom walk throughs (CWTs) to ensure teachers are implementing strategies learned during their PD sessions. The team provides teachers with feedback so they know what is going well and what should be improved. Professional Learning Communities (PLCs), both content teams and by departments, meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During a PLC session, first year and veteran teachers collaborate on instruction to ensure academic success. Mentor teachers are assigned to any brand new teachers and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus policies and procedures as they learn to navigate the campus. They meet regularly to provide additional information to teachers who are new to the profession. NMS participates in the LCISD Job Fair in the Spring to recruit highly qualified teachers to join the team.

School Processes & Programs Strengths

All NMS teachers and instructional aides are highly qualified. NMS will continue to recruit the most highly effective teachers and paraprofessionals. At NMS we currently have two instructional facilitator (Reading/Social Studies & Math/Science) and a CTC that aides with instructional professional developments. Each of these staff members play an integral role in supporting teachers, staff, and students.

Priority Problem Statements





Goals

Goal 1: By May 2022, 80% of NMS students will show one year's growth on the STAAR Math and Reading test assessment.

Performance Objective 1: Use PLC process to monitor and plan for student learning and achievement.

Evaluation Data Sources: PLC Data, Lesson Plans, Assessment Data, Walkthroughs





Strategy 1 Details	Reviews			
<p>Strategy 1: Each team will give CFAs twice a six-weeks based on the essential standards.</p> <p>Strategy's Expected Result/Impact: During PLCs, teachers will provide and use assessment data (exemplars) to address student needs based on students' performance on essential standards. Teachers will work together to identify at-risk students, and teams will problem-solve to intervene for each student.</p> <p>Staff Responsible for Monitoring: Academic Facilitators, Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Every core team will meet twice a month to discuss CFA results and create a plan of action for intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increase student performance on math and reading classroom assessments, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Each team will unwrap content level TEKS, build performance exemplars and use Lead4ward Resources during structured PLCs to create individualized interventions for students based on data.</p> <p>Strategy's Expected Result/Impact: Teachers will use the performance rubric to determine individual student proficiency in order to provide targeted instruction and intervention.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and instructional paraprofessionals will provide high quality Tier I instruction by providing small group instruction utilizing stations and differentiated instruction to meet the needs of all students. Teachers and instructional paraprofessionals will receive professional development that is focused on high yield instructional practices and small group instruction.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student scores on CFA and CSA after receiving high quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: Facilitators, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Reading and writing literacy will be utilized across all content areas during Tier I instruction.</p> <p>Strategy's Expected Result/Impact: By utilizing writing throughout all content area, students will show growth on STAAR Math and Reading.</p> <p>Staff Responsible for Monitoring: Administrators, Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Instructional staff will implement "Working the Power Zone" strategy from the book study, "The Fundamental Five."</p> <p>Strategy's Expected Result/Impact: Increase in student engagement and student scores will be attained in all content areas.</p> <p>Staff Responsible for Monitoring: Administrators, Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: All math teachers will receive content impact coaching from Harris County Education Department.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement.</p> <p>Staff Responsible for Monitoring: Administrators and Math Facilitator</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$30,600</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: By May 2022, 80% of NMS students will show one year's growth on the STAAR Math and Reading test assessment.

Performance Objective 2: Implement an intentional MTSS process which focuses on prevention, intervention of essential standards, and enrichment of essential standards.

Evaluation Data Sources: RTI Data, Growth Data, PLC Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Relaunch Ranger Round Up by implementing interventions and enrichment five times a week for 35 minutes to provide targeted interventions and enrichment based on specific TEKS determined by the essential standards and campus check points utilizing CFA's and CSA's.</p> <p>Strategy's Expected Result/Impact: Students will show progress in mastering prerequisite skills from the previous grade and skill level. Proficient students will have opportunities to expand upon previously acquired skills.</p> <p>Staff Responsible for Monitoring: Teachers Facilitators Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplemental Supplies for Intervention - 211 Title I, Part A - \$35,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted PD that is focused on higher ordered thinking questions, unwrapping the TEKS and differentiation for TIER I instruction and coaching a minimum of twice a six week by the academic facilitators.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to adequately provide Tier I instruction in order to raise student achievement.</p> <p>Staff Responsible for Monitoring: Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate with ALP department to provide intensive coaching and training on sheltered instruction to an identified cohort using sentence stems, visuals, questioning, academic discourse and vocabulary for our EL students.</p> <p>Strategy's Expected Result/Impact: Students will increase at least one proficiency level as measured by TELPAS four domains (l,s,r,w).</p> <p>Staff Responsible for Monitoring: Administrators, Facilitators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By May 2022, 80% of NMS students will show one year's growth on the STAAR Math and Reading test assessment.

Performance Objective 3: NMS will put systems into place to ensure high-quality tier I instruction for all students.

Evaluation Data Sources: Quick Checks, Walkthroughs, Observations, Lesson Plans, Assessment Data





Strategy 1 Details	Reviews			
<p>Strategy 1: The Reading Facilitator will provide professional development and resources to promote effective reading and writing literacy across content areas.</p> <p>Strategy's Expected Result/Impact: Teachers will plan and utilize the activities and resources to engage learners in rigorous learning.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Library Books - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use a variety of technology resources to enhance students instruction: Nearpod, Newsela and Gizmo.</p> <p>Strategy's Expected Result/Impact: Students will increase their academic vocabulary, improve their reading skills and increase their performance on assessments.</p> <p>Staff Responsible for Monitoring: Academic Facilitator Administrators</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Earbuds - 211 Title I, Part A - \$585, Gizmo - 211 Title I, Part A - \$2,645</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will incorporate a variety of instructional strategies and resources to enhance student learning, including Talk Read, Talk Write, Kagan Strategies and manipulatives.</p> <p>Strategy's Expected Result/Impact: Students will improve their reading, writing, listening and speaking skills as evidenced in classroom assessments, benchmarks, and interim assessments.</p> <p>Staff Responsible for Monitoring: Academic Facilitator Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted PD for Tier I instruction and coaching related to rigor, engagement, and questioning strategies. Coaches will utilize SIBME to provide video coaching to core departments.</p> <p>Strategy's Expected Result/Impact: Teachers will implement effective teaching strategies to increase rigor, engagement and questioning.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: SIBME Licence - 211 Title I, Part A - \$3,000, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$3,000, SIBME Training - 211 Title I, Part A - \$999</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 100% of Pre-AP teachers will be Rice Institute trained.</p> <p>Strategy's Expected Result/Impact: Teachers will plan and implement rigorous and engaging lessons.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: NMS will host it's second annual STEM camp during the summer of 2022.</p> <p>Strategy's Expected Result/Impact: Increase student participation in Pre-AP classes and interest in STEM.</p> <p>Staff Responsible for Monitoring: Principal Math/Science Facilitator</p> <p>Funding Sources: Supplies/Materials - 211 Title I, Part A - \$15,911</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By May 2022, 80% of NMS students will show one year's growth on the STAAR Math and Reading test assessment.

Performance Objective 4: Implement MTSS protocols to provide intervention and enrichment during Ranger Roundup and after school tutorials provided by our campus teachers.





Evaluation Data Sources: Grades, Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student recognitions and awards to students participating, engaging and growing as a Navarro Middle School Citizen.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on assessments.</p> <p>Staff Responsible for Monitoring: Facilitator Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage learners by offering more diverse opportunities for enrichment strategies during class, tutorials, small group instruction, Ranger Roundup and after school tutorials.</p> <p>Strategy's Expected Result/Impact: Student performance will increase as evidenced on assessments.</p> <p>Staff Responsible for Monitoring: Facilitator Administrators</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The student support team will focus on passing/failing rates, discipline, attendance and testing data.</p> <p>Strategy's Expected Result/Impact: Students will receive intervention in a timely manner to increase student success rate.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will begin utilizing technology throughout the math and reading classes to ensure students are able to access NWEA MAP and Canvas on campus as a data and instructional tool.</p> <p>Strategy's Expected Result/Impact: Student scores will increase in math and reading through the use of MAP testing during the Beginning of Year, Middle of Year and End of Year assessments.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Create a campus climate and culture which focuses on a Solution Focused Approach and results in 25% decrease in discipline by May 2022.

Performance Objective 1: Counselor and district director will provide staff with Solution Focused PD during back to school planning and throughout the school year to help foster positive student to student and student to teacher relationships focusing on conflict resolution.





Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will utilize solution focused strategies obtained during trainings to help build positive relationships and teach conflict resolution.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to utilize learned strategies to help diffuse conflict on campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Ranger Round Up for tier II and III behavior supports.</p> <p>Strategy's Expected Result/Impact: Students will learn strategies on how to cope/relieve with stress and how to deal with conflict in a positive way.</p> <p>Staff Responsible for Monitoring: Campus Counselor HGI Counselor Administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Supplemental Supplies/Materials Behavior Supports - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase positive student climate by creating a Principal Advisory Student Committee.</p> <p>Strategy's Expected Result/Impact: Student will provide insight on campus procedures, expectations, routines, and experiences. Adjustments will be made based on student experiences and data.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Create a campus climate and culture which focuses on a Solution Focused Approach and results in 25% decrease in discipline by May 2022.

Performance Objective 2: Provide researched-based character education program during morning announcements and during Character Education sessions.

Evaluation Data Sources: Discipline Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will receive daily Character Counts lessons from our counselor. The counselor will highlight a different character trait daily on the announcements that is aligned with the character pillars.</p> <p>Strategy's Expected Result/Impact: Students and staff will display learned character traits during character counts lessons.</p> <p>Staff Responsible for Monitoring: Counselors Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor will provide guidance lessons and incentive programs that teach freedom from harassment, internet safety, suicide prevention, bullying and school safety to all students.</p> <p>Strategy's Expected Result/Impact: Students will be able to utilize information from the guidance lessons in order to make appropriate decisions.</p> <p>Staff Responsible for Monitoring: Counselors Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A part-time therapist will facilitate small group therapy to meet social and emotional needs and the counselor will teach students how to set goals.</p> <p>Strategy's Expected Result/Impact: Students receiving therapy from the part-time therapist will be able to utilize tools learned from the sessions.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: By May 2022, all SPED students will increase student progress (Indicator 2A) in Approaches by 15% as evidenced by the 2022 Math and Reading STAAR results.

Performance Objective 1: Ensure all reading and math general education teachers who service SPED students receive appropriate SPED professional development and apply required modifications and accommodations as indicated in student's IEP.

Evaluation Data Sources: PD Portfolios





Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitators will model and provide SPED strategies to aid teachers in differentiated instruction for Special Education and teachers will attend district held co-teach model training provided by the district.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to competently present academic content in a method that best fits the need of exceptional learners. Instruction will reflect co-teaching model and practices that support student's academic performance.</p> <p>Staff Responsible for Monitoring: Teachers Academic Facilitators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all content teachers utilize the co-teach model applying high yield research based co-teach strategies such as parallel teaching, station teaching, and alternative teaching.</p> <p>Strategy's Expected Result/Impact: Increased access to the general curriculum for student with disabilities and improves students' social skills and self-concept through the reduction of pull-out situations that are thought to be potentially stigmatizing for students.</p> <p>Staff Responsible for Monitoring: Teachers SPED Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all content teachers are reviewing student data during PLC's and using that data to provide appropriate differentiation strategies to ensure student success for our SPED students.</p> <p>Strategy's Expected Result/Impact: Teachers will share, implement and monitor interventions used for SPED students. SPED students will show growth in academic progress on classroom assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Facilitators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure all SPED student IEP goals are being implemented appropriately by the general education teacher, inclusion support teacher and master list teacher. Master list teacher will meet with teachers that are servicing SPED students to review their IEP goals, accommodations and BIP's. Master list teacher will receive work samples as evidence of implementation.</p> <p>Strategy's Expected Result/Impact: SPED student grades will increase due to appropriate implementation of their IEP.</p> <p>Staff Responsible for Monitoring: Principal Master List Teacher Inclusion Teacher Teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: By May 2022, all SPED students will increase student progress (Indicator 2A) in Approaches by 15% as evidenced by the 2022 Math and Reading STAAR results.

Performance Objective 2: Ensure all SPED and General Education teachers have additional intervention/remediation time for identified students.





Evaluation Data Sources: Walk throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure our Department Chair and academic facilitator have the necessary resources/materials to support teachers with effective intervention instruction for at risk students.</p> <p>Strategy's Expected Result/Impact: Teachers will implement effective intervention instruction for at risk students to improve student performance on daily work and classroom assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplemental SCE personnel - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$17,945.66</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all content teachers are providing interventions and enrichment during Ranger Roundup for SPED students.</p> <p>Strategy's Expected Result/Impact: Teachers will implement best practices in Tier II and Tier III instruction. SPED students will show growth on classroom assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: For the 2021-2022 school year, we will increase opportunities for parental involvement.

Performance Objective 1: Increase content knowledge for parents to support students by holding monthly content focused meetings that will provide parents with resources.

Evaluation Data Sources: Climate Surveys
Title I Survey

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to build positive relationships between parents, students, staff and the community. Strategy's Expected Result/Impact: Students will demonstrate academic and social growth due to additional support and a partnership approach. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Navarro Middle School conducted a comprehensive needs assessment (CNA) on the following dates: June 15, 2021 and September 10 . The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, business representatives, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows:

Toshila Darjean - Principal

Eugenia Edmonson - Testing Coordinator

Keron South - Nurse

Joel Nieto - Teacher

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2021-2022 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows:

2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

Relaunch Ranger Round Up by implementing interventions and enrichment five times a week for 35 minutes for all students to provide targeted interventions and enrichment based on specific TEKS determined by the essential standards and campus check points utilizing CFA's and CSA's.

2.5: Increased learning time and well-rounded education

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List strategies that address this element

At least one goal/objective/strategy must include the phrase **well-rounded education**.

Example

Students will utilize the Science lab to provide hands on investigations and Scientific observations to increase their understanding of the Scientific Process and Science concepts for a **well-rounded education**.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

3.2: Offer flexible number of parent involvement meetings

This school will offer a flexible number of meetings to be held in both the morning and afternoon which will focus on literacy, math, social studies and science for parents.

Proposed dates for meetings are October 14, November 18, December 16. Meetings will consist of content area teachers and families.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Professional Development		\$30,600.00
1	2	1	Supplemental Supplies for Intervention		\$35,000.00
1	3	1	Library Books		\$10,000.00
1	3	2	Earbuds		\$585.00
1	3	2	Gizmo		\$2,645.00
1	3	4	SIBME Licence		\$3,000.00
1	3	4	SIBME Training		\$999.00
1	3	6	Supplies/Materials		\$15,911.00
2	1	2	Supplemental Supplies/Materials Behavior Supports		\$4,000.00
Sub-Total					\$102,740.00
Budgeted Fund Source Amount					\$102,740.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$2,000.00
1	3	4			\$3,000.00
1	4	2			\$6,500.00
3	2	1	Supplemental SCE personnel		\$17,945.66
Sub-Total					\$29,445.66
Budgeted Fund Source Amount					\$29,445.66
+/- Difference					\$0.00
Grand Total					\$132,185.66

Addendums