

Lamar Consolidated Independent School District
Navarro Middle School
2024-2025 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 School which serves 6th grade students. The campus has a current student enrollment for the 2024-2025 school year of approximately 378 students. Navarro Middle School is on the "Red Track" and receives students from elementary schools that include Taylor Ray, Travis, Culver, Bowie, and Beasley. Our campus demographics have an ethnic distribution of 80.3% Hispanic, 0% Asian, 11.3% African American, Native American 0.002% and White 6.8%. 76.1% of the student enrollment are Economically Disadvantaged, 33.6% Emergent Bilingual, 26.2% Special Education and 61.21% at risk. Our campus is a Title One Campus with 76.1% of our students considered Economically Disadvantaged. Our cultural and social concerns are with addressing 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 paraprofessionals are all highly qualified to serve our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Our SPED students performed lower than the campus population. **Root Cause:** General education teachers and special education teachers working together in a co-teach model.

Student Learning

Student Learning Summary

Navarro Middle School is the 6th grade campus for George Jr. High School. The ratings for the 2023-2024 school year are slated to be released in December 2024.

2023-24 STAAR Mathematics Data

	May 2024 STAAR Mathematics, Grade 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Navarro Middle	351	19	1678	43.56%	65.53%	23.08%	5.98%
Economic Disadvantage	267	18	1673	42.71%	63.30%	20.97%	4.49%
American Indian/Alaskan Native	1	9	1531	20.93%	0%	0%	0%
Black/African American	40	18	1660	40.70%	60%	17.50%	5%
Hispanic	282	19	1682	44.14%	67.73%	23.40%	6.74%
Two or More Races	4	22	1718	50%	75%	25%	0%
White	24	18	1662	41.28%	50%	29.17%	0%
Currently Emergent Bilingual	118	19	1683	44.36%	70.34%	22.88%	5.93%
First Year of Monitoring	3	29	1822	66.67%	100%	100%	33.33%
Second Year of Monitoring	1	32	1866	74.42%	100%	100%	0%
Third Year of Monitoring	1	23	1736	53.49%	100%	0%	0%
Special Ed Indicator	92	14	1604	31.85%	41.30%	2.17%	0%

2023-24 STAAR Reading Data

May 2024 STAAR Reading Language Arts, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Navarro Middle	354	27	1612	47.88%	65.54%	43.79%	16.38%
Economic Disadvantage	268	26	1609	47.10%	66.04%	41.42%	12.69%
American Indian/Alaskan Native	1	7	1314	12.50%	0%	0%	0%
Black/African American	39	27	1614	47.44%	66.67%	43.59%	15.38%
Hispanic	285	27	1612	48.08%	65.96%	44.56%	16.49%
Two or More Races	4	29	1640	52.23%	75%	50%	25%
White	25	26	1611	47%	60%	36%	16%
Currently Emergent Bilingual	118	27	1606	47.50%	64.41%	45.76%	13.56%
First Year of Monitoring	3	48	1912	85.71%	100%	100%	100%
Second Year of Monitoring	1	31	1661	55.36%	100%	100%	0%
Third Year of Monitoring	1	33	1678	58.93%	100%	100%	0%
Special Ed Indicator	94	19	1511	33.59%	37.23%	15.96%	1.06%

Student Learning Strengths

During the 2021-2022 school year Navarro Middle School strengthened our Professional Learning Community process by involving district instructional coaches. Our department heads and instructional facilitators attended Visible Learning Training. Navarro Middle School is part of the Holdsworth Center Campus Leadership Program.

During the 2021-2022 school year Navarro Middle School first year monitor students Approached ELA with 100%, Meets 0% and Masters 0%. All first year monitor students Approached math with 100%, Meets 0% and Masters 0%. Navarro Middle School second year monitor students Approached with 100%, 87% Meets and 47% Master in ELA. In math, all second year monitor students Approached 93%, 53% Meets and 33% Master.

During the 2021-22 school year, Navarro Middle School students showed growth in the STAAR Reading assessment. Overall data indicates a +12% Approaches, +12% Meets, and +8% Masters which moved the campus from a D to a C rating.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38% of our students did not Approach on the Math STAAR assessment. **Root Cause:** Intentional small group instruction was not implemented with fidelity. A math teacher resigned at the start of the second six weeks of school which left a vacancy for the entire second semester.

Problem Statement 2 (Prioritized): 27% of our students did not approach on the Reading STAAR assessment. **Root Cause:** All instructors were not presenting the instructions at the same level of rigor to ensure student growth and success.

Problem Statement 3: 65% of our SPED students did not Approach on the Reading STAAR assessment. **Root Cause:** The co-teach team did not collaborate and implement effective co-teach models consistently.

Problem Statement 4: Our campus has historically not achieved student growth once students transition from elementary. **Root Cause:** Teachers not using the appropriate scaffolds to meet all learners where they are ensuring that students increase the level of achievement from 5th grade.

School Processes & Programs

School Processes & Programs Summary

NMS currently has a highly qualified staff per state certification standards 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 off campus. 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, novice and veteran teachers collaborate on instruction to ensure academic success. Mentor teachers are assigned to any first year 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 paraprofessionals 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 and Math/Science) and a Campus Testing Coordinator that aides with instructional professional development. Each of these staff members play an integral role in supporting teachers, staff, and students.

Priority Problem Statements

Problem Statement 1: 38% of our students did not Approach on the Math STAAR assessment.

Root Cause 1: Intentional small group instruction was not implemented with fidelity. A math teacher resigned at the start of the second six weeks of school which left a vacancy for the entire second semester.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 27% of our students did not approach on the Reading STAAR assessment.

Root Cause 2: All instructors were not presenting the instructions at the same level of rigor to ensure student growth and success.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals





Goal 1: By May 2025, all students will answer 4-5 more questions on the 6th grade 2025 Reading and Math STAAR test.

Performance Objective 1: Use PLC (Professional Learning Community) process to monitor and plan for student learning and achievement.

High Priority

Evaluation Data Sources: PLC Data, Lesson Plans, CFA's, Benchmarks, MAP Data, Summatives, Walkthroughs, Student Work Samples, Curriculum Resources, Quick Checks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each team will give CFAs (Common Formative Assessments) twice a six-weeks based on the vertically aligned essential standards.</p> <p>Strategy's Expected Result/Impact: During PLCs (Professional Learning Communities), 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: Teachers, Instructional Coordinators, Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Every core team will meet twice a month to discuss CFA (Common Formative Assessment) results and create a plan of action for intervention, enrichment and small group instruction.</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>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each team will unwrap content level TEKS, build performance exemplars, use Lead4ward Resources during structured PLCs (Professional Learning Communities) to create individualized interventions for student groups based on data and actively participate in Collaboration Walks through all departments.</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>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative 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 (Common Formative Assessments) and CSA (Common Summative Assessments) after receiving high quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: Facilitators, Administrators</p> <p>Title I: 2.4</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative 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 reading and writing throughout all content areas, students will show growth on STAAR Math and Reading.</p> <p>Staff Responsible for Monitoring: Administrators, Facilitators</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize Pre-Assessments, Success Criteria and Student/Teacher conferences to ascertain students level of mastery.</p> <p>Strategy's Expected Result/Impact: Increase student progress.</p> <p>Staff Responsible for Monitoring: Teacher/Co-Teacher.</p> <p>Title I: 2.4, 2.6</p>	Formative		
	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 2025, all students will answer 4-5 more questions on the 6th grade 2025 Reading and Math STAAR test.


Performance Objective 2: Implement an intentional MTSS, (Multi-Tiered System of Support) process which focuses on prevention, intervention of essential standards, and enrichment of essential standards.


High Priority

Evaluation Data Sources: MTSS Data, Growth Data, PLC Data, CFA's, Benchmarks, MAP Data, Summatives, Walkthroughs, Student Work Samples, Quick Checks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement intervention and enrichment during our Innovative Day to provide targeted interventions and enrichment based on specific TEKS determined by the essential standards and campus check points utilizing CFAs (Common Formative Assessments) and CSAs (Common Summative Assessments).</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>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide targeted professional development that is focused on higher order thinking questions, unwrapping the TEKS, Success Criteria/Learning Intentions, and differentiation for TIER I instruction and coaching 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>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with ALP (Accelerated Language Program) department to provide coaching and training on sheltered instruction using sentence stems, visuals, questioning, academic discourse and vocabulary for our EB (Emergent Bilingual) students.</p> <p>Strategy's Expected Result/Impact: Students will increase at least one proficiency level as measured by TELPAS four domains (listening, speaking, reading, writing).</p> <p>Staff Responsible for Monitoring: Administrators, Facilitators</p> <p>Title I: 2.4</p> <p>Funding Sources: EB Specialist - 211 Title I, Part A - \$47,474.45</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: By May 2025, all students will answer 4-5 more questions on the 6th grade 2025 Reading and Math STAAR test.

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, Small Group Instruction, PLC, Coaching, Backwards Design Planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Reading Facilitator and District Coaches 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>Funding Sources: Library Books - 211 Title I, Part A - \$5,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use a variety of technology resources to enhance student instruction: Scholastic News, Progress Learning, K12 Summit, 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: Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will incorporate a variety of instructional strategies and resources to enhance student learning, including Talk Read, Talk Write, small group instruction, differentiation 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>Funding Sources: Supplemental Resources - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$3,518</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted professional development for Tier I instruction and coaching related to rigor, engagement, questioning strategies and working in the Power Zone. 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>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$3,000, SIBME Training - 211 Title I, Part A - \$999, SIBME Licence - 211 Title I, Part A - \$3,000</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus administrators and guiding coalition will attend rigor and relevance professional development.</p> <p>Strategy's Expected Result/Impact: The team will train staff on information received at the professional development. Teachers will begin to implement strategies on campus.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$4,000</p>	Formative		
	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 2025, all students will answer 4-5 more questions on the 6th grade 2025 Reading and Math STAAR test.





Performance Objective 4: Implement MTSS (Multi-Tiered Systems of Support) protocols to provide intervention and enrichment during morning tutorials and Innovative Day provided by our campus teachers.

High Priority

HB3 Goal

Evaluation Data Sources: Grades, Discipline Data, MAP Data, CFA's, Benchmarks, Summatives, Student Work Samples, Quick Checks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide student recognitions and awards to students participating, engaging and growing as a Navarro Middle School Citizen. Strategy's Expected Result/Impact: Students will increase performance on assessments. Staff Responsible for Monitoring: Facilitator Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative 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. Strategy's Expected Result/Impact: Student performance will increase as evidenced on assessments. Staff Responsible for Monitoring: Facilitator Administrators</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,986</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The student support team will focus on passing/failing rates, discipline, attendance and testing data. Strategy's Expected Result/Impact: Students will receive intervention in a timely manner to increase student success rate. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Feb	Apr	June





Strategy 4 Details	Formative 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, Canvas, Dreambox, Prodigy, Stemscopes, Gizmos and Mindplay 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> <p>Funding Sources: - 211 Title I, Part A - \$10,000</p>	Formative		
	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 2025, all students will answer 4-5 more questions on the 6th grade 2025 Reading and Math STAAR test.

Performance Objective 5: Navarro will work with Region IV through the Effective Schools Framework to identify sound Research Based Instructional materials and weak area in instruction.

High Priority

Evaluation Data Sources: Administrators





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Partner with Region IV Effective Schools Framework to develop an strategic plan of success. Strategy's Expected Result/Impact: Improved student growth and campus engagement. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Professional Development - 211 Title I, Part A - \$4,000</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators on campus will attend Closing the Gaps training hosted by Solution Tree. Strategy's Expected Result/Impact: Administrators will train staff on strategies identified to close student academic gaps. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6 Funding Sources: Professional Development - 211 Title I, Part A - \$3,000</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: By May 2025, all students will answer 4-5 more questions on the 6th grade 2025 Reading and Math STAAR test.

Performance Objective 6: Navarro students will receive academic recognition for all A, A/B honor and STAAR mastery.

High Priority

Evaluation Data Sources: Grades, STAAR results.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through the monitoring of students six weeks grades and STAAR preparation. Strategy's Expected Result/Impact: Increase student academic performance. Staff Responsible for Monitoring: Teachers, Administrators Funding Sources: Awards - 211 Title I, Part A - \$500</p>	Formative		
	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 reducing student discipline by 15% by May 2025.

Performance Objective 1: Provide researched-based character education program during weekly Innovative Day Character Education sessions.

Evaluation Data Sources: Discipline Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will receive daily Character Counts lessons from our counselor and counselor clerk. 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 and model learned character traits during character counts lessons.</p> <p>Staff Responsible for Monitoring: Counselors Principal Assistant Principal</p> <p>Funding Sources: Counselor Clerk - 211 Title I, Part A - \$4,726.55</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The counselor will provide guidance lessons and incentive programs that teach awareness of harassment, internet safety, suicide prevention, self-regulation, self-advocacy, 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>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative 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: 2.4</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will participate in a nutritional cooking classes and outdoor survival skills during Innovative Day, the focus will be on building both culinary skills, nutritional awareness and outdoor skills while keeping the content engaging, fun, and age-appropriate.</p> <p>Strategy's Expected Result/Impact: The strategy should integrate basic cooking and techniques and outdoor skills with practical lessons on nutrition, health, food choices and outdoor activities.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Funding Sources: Cooking Supplies - 211 Title I, Part A - \$1,000</p>	Formative		
	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 reducing student discipline by 15% by May 2025.

Performance Objective 2: Campus will implement a PBIS system on campus.

Evaluation Data Sources: Teacher, Administrators

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will implement students B.A.G and PRIDE as a PBIS strategy to aide in reducing student discipline and tardies on campus.</p> <p>Strategy's Expected Result/Impact: Reduction of student discipline by 25% on campus.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative		
	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 reducing student discipline by 15% by May 2025.

Performance Objective 3: Create a cultural playbook for the campus which has consistent student expectations for each classroom and campus location.

Evaluation Data Sources: Teachers, Instructional Coaches, Administrators

Goal 2: Create a campus climate and culture which focuses reducing student discipline by 15% by May 2025.

Performance Objective 4: Students will receive Ranger bucks for exhibiting the characteristics of PRIDE (Perseverance, Respect, Integrity, Dependability, and Empathy), hallway, classroom, restroom and cafeteria expectations to purchase items from the PBIS store.





Evaluation Data Sources: Teachers, Administrators

Goal 3: By May 2025, all SPED students will increase student progress (Indicator 2A) in Approaches by 15% as evidenced by the 2024 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, (Individual Educational Plan).

Evaluation Data Sources: PD Portfolios





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Facilitators will model and provide SPED strategies to aid teachers in differentiated instruction for Special Education and teachers will attend co-teach model training.</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 the co-teaching model and practices that support student's academic performance.</p> <p>Staff Responsible for Monitoring: Teachers Academic Facilitators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative 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: There will be an increase in access to the general curriculum for student with disabilities and improvement in 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		
	Feb	Apr	June
Strategy 3 Details	Formative 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 regularly 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>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure all SPED student IEP (Individual Educational Plan) 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 (Behavior Intervention Plans). 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 (Individual Educational Plan).</p> <p>Staff Responsible for Monitoring: Principal Master List Teacher Inclusion Teacher Teacher</p>	Formative		
	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 2025, all SPED students will increase student progress (Indicator 2A) in Approaches by 15% as evidenced by the 2024 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	Formative Reviews		
<p>Strategy 1: Ensure our Department Chair and academic facilitator have the necessary resources/materials to support teachers with effective interventions and instruction for students most at risk of not meeting the challenging state academic standards.</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: 2.6</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative 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>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: For the 2024-2025 school year, we will focus on creating a school culture and climate that increases parental involvement and support, increases student independence, and fosters teacher support, retention, and satisfaction.

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	Formative Reviews		
<p>Strategy 1: Provide opportunities to build positive relationships between parents, students, staff and the community.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate academic and social growth due to additional support and a partnership approach.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: For the 2024-2025 school year, we will focus on creating a school culture and climate that increases parental involvement and support, increases student independence, and fosters teacher support, retention, and satisfaction.

Performance Objective 2: Conduct student/parent data meetings lead by students each semester using their data trackers.

Goal 5: Increase the meets performance level for our Economically Disadvantaged, Hispanic and White students by 20% on ELA and Math STAAR in 2025.

Performance Objective 1: Use PLC (Professional Learning Community) process to monitor and plan for student learning and achievement.

Goal 5: Increase the meets performance level for our Economically Disadvantaged, Hispanic and White students by 20% on ELA and Math STAAR in 2025.

Performance Objective 2: Progress monitoring targeted population using formative assessments.

High Priority

Evaluation Data Sources: Formative Assessments, Summative Assessments, Daily Observations,

Goal 5: Increase the meets performance level for our Economically Disadvantaged, Hispanic and White students by 20% on ELA and Math STAAR in 2025.

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

Evaluation Data Sources: Walkthroughs, Observations, Formative and Summative Data

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melodie Peddy	Testing Coord/Emergent Bilingual Sp.	Title I	.5
Olga Garcia	Parent and Family Engagement/Clerk	Title I	.37

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	EB Specialist		\$47,474.45
1	3	1	Library Books		\$5,000.00
1	3	4	SIBME Licence		\$3,000.00
1	3	4	SIBME Training		\$999.00
1	3	5	Professional Development		\$4,000.00
1	4	4			\$10,000.00
1	5	1	Professional Development		\$4,000.00
1	5	2	Professional Development		\$3,000.00
1	6	1	Awards		\$500.00
2	1	1	Counselor Clerk		\$4,726.55
2	1	4	Cooking Supplies		\$1,000.00
2	2	1			\$1,000.00
Sub-Total					\$84,700.00
Budgeted Fund Source Amount					\$83,700.00
+/- Difference					-\$1,000.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Supplemental Resources		\$3,518.00
1	3	4			\$3,000.00
1	4	2			\$2,986.00
Sub-Total					\$9,504.00
Budgeted Fund Source Amount					\$9,504.00
+/- Difference					\$0.00
Grand Total Budgeted					\$93,204.00
Grand Total Spent					\$94,204.00
+/- Difference					-\$1,000.00