

Houston Independent School District
054 Navarro Middle School
2022-2023 Campus Improvement Plan

Accountability Rating: B



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics							
Ethnic Distribution							
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Students	7%	91%	.95%	0%	0%	0%	.19%
Staff	47.5%	25%	15%	0%	10%	0%	2.5%
Student Information							
	Economically Disadvantaged	Non-Educationally Disadvantaged	Section 504	English Learners (ELs)	Students w/Disciplinary Placements	Students w/Dyslexia	At-Risk
Students	91%	9%	4%	43%	3.1%	5%	87%
Students w/Disabilities by Type or Primary Disability							
	Intellectual	Physical	Autism	Behavioral			
Students	14%	7.5%	20%	4%			
School Campus							
Yolanda Black Navarro Middle School of Excellence is composed of approximately 530 students located in the East Downtown Areas of Houston. The population is 53.31% male and 46.69% female and 91% Hispanic. The next largest ethnic group is African American at 8%. Ninety-six percent of the students qualify for free and reduced lunch, 87% are identified as at risk of not completing school, and 43% fall into the category of Limited English Proficient and 15% Special Education.							
District							

Demographics

The Houston Independent School District, with more than 196,943 students and encompassing 333 square miles within greater Houston. It is the seventh-largest public-school system in the nation and the largest in Texas. HISD has over 27,195 employees, which is one of the largest employers in Houston. There are 280 schools that serve our students and where about 100 languages are spoken across the district and dual-language instruction is offered in 47 HISD schools.

HISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations.

Parents and Community

Our parents are part of the second ward community which is composed of predominantly Hispanic population. They are driven by culture, art, small businesses, and are resourceful amongst one another. Parents are engaged in campus events. The East End community is influenced by politics when it comes to action items. Our community is mostly composed of 1st and 2nd generation; however, we also have a large portion of newcomers who speak their own dialects.

Demographic Strengths

1. As a Title I school, we receive federal funding meant to help students who are at risk of falling behind academically.
2. Our school's federal funding provides supplemental instruction for students who are economically disadvantaged or at risk of failing to meet state standards.
3. Our campus has the opportunity to maintain or initiate programs that target specific students.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: -ELs underperformed in TELPAS and we saw a decrease in our overall TELPAS score compared to the 2021 school year (Pandemic year). Score was 26 and target was 36. -Our Special Education scholars obtained an average of 34% at the "approaches" level as measured by STAAR. **Root Cause:** -Practice using the tool and on the platform of the way student will get tested. - Teachers did not get the overall data of their ELL's students to make data-driven instruction decisions. -Needing clarity and follow-up

Problem of Practice 2: There is a need to increase rigor in order to move our students from the recall & understand levels to the analyze & evaluate levels. Increase rigor to meet our target for meets and masters level. Our students carry wide learning gaps & are below grade-level reading levels. Teachers face the difficulty of having to employ both activities of higher order thinking while simultaneously scaffolding. **Root Cause:** Students have experienced loss of valuable learning the past two years that has further put students behind on top of being below grade-level reading levels, in addition to other learning gaps.

Student Learning

Student Learning Summary

STUDENT LEARNING SUMMARY			
2020-2021 STAAR Data			
Reading	Approaches	Meets	Masters
6th Grade	36%	9%	2%
7th Grade	38%	18%	5%
8th Grade	49%	13%	3%
Math	Approaches	Meets	Masters
6th Grade	30%	5%	1%
7th Grade	26%	2%	0%
8th Grade	35%	14%	1%
Algebra (EOC)	Approaches	Meets	Masters
8th Grade	60%	33%	13%
Science	Approaches	Meets	Masters
8th Grade	36%	18%	8%
Social Studies	Approaches	Meets	Masters
8th Grade	24%	4%	1%

STUDENT LEARNING SUMMARY			
2021-2022 STAAR Data			
Reading	Approaches	Meets	Masters
6th Grade	57%	27%	13%
7th Grade	63%	33%	18%
8th Grade	59%	33%	17%
Math	Approaches	Meets	Masters
6th Grade	56%	18%	6%
7th Grade	48%	17%	4%
8th Grade	50%	27%	4%
Algebra (EOC)	Approaches	Meets	Masters
8th Grade	100%	94%	53%
Science	Approaches	Meets	Masters
8th Grade	59%	37%	16%
Social Studies	Approaches	Meets	Masters
8th Grade	26%	8%	2%

Individual student achievement and progress is identified by looking at all data through other sources such as district level assessments, exit tickets, STAAR released exams, common assessments and other formative assessments administered through the district OnTrack platform. Campus leaders (teacher specialists (content) , school principal and department leader assistant principals will meet with classroom teachers, co-teachers, district-level support personnel, parents and students to identify and address what the learning gaps are and how to move our students forward through strategic individualized intervention plans.

Building relationships with the students is allowing all stakeholders to be involved and identify what best meets the needs of individual students. Using targeted intervention time (study lab) we will specifically address learning gaps of all learners and provided the needed strategies for both Math and Reading interventions to ensure that students are able to show growth. Special populations (EB/EL's, 504, Sped, Dyslexia, and GT) will also be addressed during study lab utilizing targeted interventions.

Student Learning Strengths

NAVARRO MS- STUDENT LEARNING STRENGTHS

Ability to learn from mistakes- The ability to respond in an appropriate manner and accept mistakes when corrected.

Critical thinking skills.

Dealing with constructive criticism- Student being able to handle feedback that supports and improves learning outcomes.

Self Discipline- Students ability to do the right thing to grow in their academic strenghts in school.

Collaboration- Students willingness to collaborate with peers and teachers to facilitate academic success.

Determination- Students ability to overcome everyday challenges and the drive to learn more through additional academic opportunities offered on campus during and after school hours.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: There is a need to increase rigor in order to move our students from the recall & understand levels to the analyze & evaluate levels. Increase rigor to meet our target for meets and masters level. Our students carry wide learning gaps & are below grade-level reading levels. Teachers face the difficulty of having to employ both activities of higher order thinking while simultaneously scaffolding. **Root Cause:** Students have experienced loss of valuable learning the past two years that has further put students behind on top of being below grade-level reading levels, in addition to other learning gaps.

Perceptions

Perceptions Summary

School Mission:

The faculty, staff and parents at Yolanda Black Navarro Middle School of Excellence support and hold each other accountable to respond to all students by reinforcing and recognizing all students' progress and academic success. The Yolanda Black Navarro Middle School of Excellence community utilizes subject and cluster team collaboration in implementing educational initiatives that meet individualized student needs.

School Vision:

Yolanda Black Navarro Middle School of Excellence will continue to be the school of choice in this community by taking pride in and embracing our school's cultural diversity. We will foster community and family relationships that promote a safe and productive learning environment.

Theme for this School Year:

(1) Teachers are the lifeline of education (2) Learning Is Required (3) Medical: Being prescriptive on the instruction and intervention we give to each student

Navarro's Creed:

We are special and unique citizens of Navarro Middle School.

We seize every opportunity to learn and help others be successful.

By respecting ourselves and our fellow students, we help create a positive learning is required environment.

We believe that the choices we make today affect what we have, what we will be, and what we will do tomorrow.

Navarro Leopards, follow my lead and we will succeed!

Teacher Retention:

6 teachers out of 36 left. 1 moved out of district, 2 transferred to high school, 3 transferred to a different middle school (for two the reason was to move closer to home).

Perceptions Strengths

Perception Strengths

- Community school that encourages access to parents

- It offers a variety of extra-curricular activities ranging from sports to karate to chess meeting student needs

- Historical ties to the community tied to activism

- Provides non-academic needs through wraparound and CIS

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The problem of practice is the negative perception that Navarro Middle School has due to accountability and historic perception of an unsafe campus. **Root Cause:** Social media is used to upload videos that not exemplify model exemplar scholarly behavior.

Problem of Practice 2: There is a need to increase rigor in order to move our students from the recall & understand levels to the analyze & evaluate levels. Increase rigor to meet our target for meets and masters level. Our students carry wide learning gaps & are below grade-level reading levels. Teachers face the difficulty of having to employ both activities of higher order thinking while simultaneously scaffolding. **Root Cause:** Students have experienced loss of valuable learning the past two years that has further put students behind on top of being below grade-level reading levels, in addition to other learning gaps.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Increase Meets on the STAAR RLA from 35% to 45% for all student groups and Special Education students from 32% to 42% and increase Masters from 18% to 25% by May 2023.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Decrease this year's number of TIER II and TIER III - Reading scholars by 30% in the "Hispanic" student group and by 15% in all other student groups.

Evaluation Data Sources: -BOY, MOY, EOY Renaissance

-TEA Interim Assessments

-Campus Formative Assessments

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: All ELAR teachers will identify TIER II and TIER III students using historical and BOY data to provide scholars interventions, tutorials, and conduct progress Strategy's Expected Result/Impact: -Increase student's fluency (to be on grade level) -Increase student's comprehension (as measured by STAAR) -Provide accelerated ELAR instruction to overcome learning loss -Provide students with determined designated supports to facilitate the learning process -Student achieves the "Approach" level in STAAR or higher Staff Responsible for Monitoring: All ELAR Content Teachers -Reading Instructional Specialist, Elsa Mascardo -Principal, Emeterio Cruz -Assistant Principal - Grisury Calendaria -Assistant Principals (M. Alaniz,) -Reading Interventionist, Y. Roy Action Steps: 1. Review historical data 2.Review BOY data 3.Identify TIER II and TIER III scholars 4.Determine qualification of designated support(s) 5.Ensure that TIER III students have Reading Intervention with Ms. Roy 6.Provide accelerated instruction and tutorials during Study Lab period Title I: 2.5 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 70% of Navarro MS 6th-8th grade ELs identified at a "beginner" level (with two years of US schooling) will increase their overall academic achievement in Reading and Math as measured by STAAR.

Evaluation Data Sources: -2022 TELPAS

- Historical School Data
- HB4545 BOY Screener Math and Reading
- Common Assessments
- Fluency Probes
- District Assessments
- BOY Renaissance Reading

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Identified ELs will receive accelerated learning instruction before, during, or after school implementing sheltered instruction practices. Strategy's Expected Result/Impact: -Increase fluency and comprehension -Scaffold instruction -Weekly Checkpoints -Data Tracking -Small Group Instruction -Flexible Grouping -Sheltered Instruction Staff Responsible for Monitoring: ELA (E. Mascardo) -Math (A. Monreal) -Leadership Team -Classroom Teachers -Assigned Tutors Action Steps: Generate data from BOY Screener -Use TELPAS 2022 Data -Identify 2nd year ELs -Determine before, during, after school accelerated learning -Create rosters -Identify teachers/tutors for accelerated learning instruction -Roll out plan at the beginning of October 2022 Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: 85% of Navarro MS 6th-8th grade scholars identified as IAT will increase their overall academic achievement in Reading as measured by STAAR.

Evaluation Data Sources: -IAT Documentation

-2022 STAAR

-Historical School Data

Strategy 1 Details	Reviews			
Strategy 1: Identified IAT scholars will receive accelerated learning instruction before, during, or after school implementing designated supports to measure academic progress Strategy's Expected Result/Impact: -Increase Reading content learning -Scaffold instruction -Weekly Checkpoints -Data Tracking -Small Group Instruction -Flexible Grouping -Sheltered Instruction Practices: *QSSSA *Sentence Stem *Vocabulary Implementation Strategies Staff Responsible for Monitoring: ELA - Elsa Mascardo -SPED - Ms. Frimpong, Ms. Mitchell, Ms. Marquez) -Leadership Team -Classroom Teachers -Assigned Tutors -Students Action Steps: Action Steps: -Identify IAT students -Student data -Group scholars by targeting area for IAT recommendation -Implement all designated supports -Determine before, during, after school accelerated learning -Create rosters -Identify teachers/tutors for accelerated learning instruction -Roll out plan at the beginning of October 2022 Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 1991010003 - General Fund - Small School Subsidy - 6100 - Payroll - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Math-For the 2022-2023 academic school year, Navarro MS Math scores will increase so that at least 70% of students in 6th-8th grade will approach, 40% will meet, and 20% will master as measured by the 2023 Math STAAR test administration .

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase the 2022-2023 academic school year's STAAR Math "Meets" level from 28% to 40% for the "Economically Disadvantaged" students group and all other student groups by 10% by May 2023.

Evaluation Data Sources: District Level Assessments, Campus Formative Assessments, Grade Level Common Assessments, Benchmarks/Mock STAAR Exams, BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide accelerated data driven math instruction driven by historical and current student data.</p> <p>Strategy's Expected Result/Impact: -Identify specific Math high frequency standards to target that scholars have struggled in historically and provide instruction -Math Specialist, Teachers, and Students track data -Teacher and student monitor learning outcomes/progress -Student Math proficiency level increases/Demonstrates academic growth</p> <p>Staff Responsible for Monitoring: -6th-8th Grade Math Content Teachers -Math Interventionist, J. Hernandez -Math Teacher Specialist, A. Monreal -Asst. Principal, M. Alaniz -Additional Admin: E. Cruz, J. Montgomery, G. Candelaria</p> <p>Action Steps: -Identify at-risk low performing Math scholars -Ensure that identified scholars have a Math intervention period with Mr. Hernandez and Math enrichment period with Math Tutors -Intervention and Tutorials are provided</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Teacher Specialist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$80,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: Increase the 2022-2023 academic school year's STAAR Math "Approach" level from 58% to 70% in the "Hispanic" student group and by 10% in all other student groups by May 2023.

Evaluation Data Sources: District Level Assessments, Campus Formative Assessments, Grade Level Common Assessments, Benchmarks/Mock STAAR Exams, BOY, MOY, EOY

Strategy 1 Details		Reviews			
Strategy 1: Coaching development, walkthroughs, and observations will be implemented to provide teachers with feedback identifying instructional strengths and areas of growth. Strategy's Expected Result/Impact: -Effective execution of a Math lesson cycle -A variety of modalities of instruction to reach all diverse learners (and their learning styles) -Teach to the rigor of the standard; however scaffold the learning -Multiple methods to check for understanding (quantitative vs qualitative) -Integrate data driven instruction -Increase student academic achievement on STAAR Staff Responsible for Monitoring: -DDI Specialist: E. Harper -Math Teacher Specialist, A. Monreal -Asst. Principal, M. Alaniz -Additional Admin: E. Cruz, J. Montgomery, G. Candelaria Action Steps: -Math Professional Development -Content PLCs -Coaching by Math Specialist -Coaching Development Walkthroughs/Observations -DDI protocols TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative	
	Nov	Jan	Mar	June	

0% No Progress





100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 3: Decrease the 2022-2023 academic school year's number of Tier II and Tier III Math scholars by 25% in the "Hispanic" student group and by 10% in all other student groups by May 2023.

Evaluation Data Sources: District Level Assessments, Campus Formative Assessments, Grade Level Common Assessments, Benchmarks/Mock STAAR Exams, BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier 2 and Tier 3 student interventions, math planning sessions, Data Driven Instruction, targeted instruction of high frequency TEKS/Standards, implementation Carnegie online platform Mathia.</p> <p>Strategy's Expected Result/Impact: -Increase student's Math fluency -Increase student's Math learning outcomes (as measured by STAAR) -Provide accelerated Math instruction to overcome learning loss through Mathia -Provide students with determined designated supports to facilitate the learning process -Student achieves the "Approach" level in STAAR or higher</p> <p>Staff Responsible for Monitoring: 6th-8th Grade Math Teachers, Co-Teachers DDI-Ms. Harper, Assistant Principal- M. Alaniz, -Math Teacher Specialist - A. Monreal -IAT Team -Intervention Plan -Tier II and Tier III Progress Monitoring System</p> <p>Action Steps: Lesson Internalization sessions with teachers to unpack standards and plan/scaffold data driven instructions that will lead to an increase of student mastery</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: After school tutorials / Planning sessions - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS - 70% of Navarro MS scholars in grades 6th, 7th, and 8th grade will demonstrate growth in Domain 2A in both Reading and Math as measured by the STAAR assessment.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Interventions will be provided to all identified students in grades 6th-8th using RtI and campus based interventions before/after-school, Saturday Tutorials, and scheduling

Evaluation Data Sources: Evaluation Data Sources: -2022 STAAR scores

-BOY Screener





-District formative assessments

-Campus-based formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use data points from prior school year to identify scholars that require intervention to accelerate learning loss during set allotted time.</p> <p>Strategy's Expected Result/Impact: Increase in academic growth in Reading and Math on the STAAR test</p> <p>Staff Responsible for Monitoring: -Math and Reading Content Leads</p> <p>-Department Lead Administrator</p> <p>-Math and Reading Interventionists</p> <p>Action Steps: -Identified the students</p> <p>-Group students and create rosters</p> <p>-Select and schedule time allotments for the interventions</p> <p>-Identify Intervention Teachers/Tutors</p> <p>-Provide formative assessments</p> <p>-Monitor student data to adjust intervention instruction being provided</p> <p>Title I:</p> <p>2.5</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutors - 1993000000 - General Fund - Department Budgets - 6100 - Payroll - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Measurable Objective 2: 70% of Navarro MS 6th-8th grade ELs identified at a "beginner" level (with two years of US schooling) will increase their overall academic achievement in Reading and Math as measured by STAAR.

Evaluation Data Sources: Expanding Educational Opportunities

Strategy 1 Details	Reviews			
Strategy 1: Identified ELs will receive accelerated learning instruction before, during, or after school implementing sheltered instruction practices. Strategy's Expected Result/Impact: -Increase fluency and comprehension -Scaffold instruction -Weekly Checkpoints -Data Tracking -Small Group Instruction -Flexible Grouping -Sheltered Instruction Staff Responsible for Monitoring: -ELA (E. Mascardo/G. Candelaria) -Math (M. Alaniz) -Leadership Team -Classroom Teachers -Assigned Tutors Action Steps: -Generate data from BOY Screener -Use TELPAS 2022 Data -Identify 2nd year ELs -Determine before, during, after school accelerated learning -Create rosters -Identify teachers/tutors for accelerated learning instruction -Roll out plan at the beginning of October 2022 Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: After school tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 80% of Navarro MS 6th-8th grade scholars identified as IAT will increase their overall academic achievement in Reading and Math as measured by STAAR.

Evaluation Data Sources: -IAT Documentation
 -2022 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Identified IAT scholars will receive accelerated learning instruction before, during, or after school implementing designated supports to measure academic progress .</p> <p>Strategy's Expected Result/Impact: -Increase Math and Reading content learning</p> <ul style="list-style-type: none"> -Scaffold instruction -Weekly Checkpoints -Data Tracking -Small Group Instruction -Flexible Grouping -Sheltered Instruction Practices: *QSSSA *Sentence Stem Vocabulary Strategies <p>Staff Responsible for Monitoring: ELA (E. Mascardo/G. Candelaria)</p> <ul style="list-style-type: none"> -Math (M. Alaniz) -SPED (Dr. Montgomery, Dr. Barksdale, Ms. Frimpong, Ms. Mitchell, Ms. Marquez) -Leadership Team -Classroom Teachers -Assigned Tutors -Students <p>Action Steps: -Identify IAT students</p> <ul style="list-style-type: none"> -Student data -Group scholars by targeting area for IAT recommendation -Implement all designated supports -Determine before, during, after school accelerated learning -Create rosters -Identify teachers/tutors for accelerated learning instruction -Roll out plan at the beginning of October 2022 <p>Title I: 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy <p>Funding Sources: Tutorials - 1993000000 - General Fund - Department Budgets - 6100 - Payroll - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS - Increase this year's Reading and Math STAAR "meets" level for students receiving special education services. Increase the meets level average for students in the special education group in Reading from this previous years meet percentage of "17%" to "30%" at the meets level. Increase the meets level average for this student group in Math from this previous years meet percentage of "22%" to "35%".

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Navarro MS will meet both indicators of growth in both ELAR and Math in Domain III for students receiving special education services.

Evaluation Data Sources: Evaluation Data Sources: -Renaissance BOY, MOY and EOY for Reading and Math

-HB4545 BOY Screener for Reading and Math

-STAAR 2022





-Historical Data on On-Track (All formative assessments)

-Campus/Common Assessments

-District and Unit Assessments

-Observations and Data Tracking Forms





-DDIS Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track the data of students receiving special education services to intervene if the data reveals regression and or no progress. Strategy's Expected Result/Impact: Academic growth (data driven) -Improvement in student learning outcomes. -Teacher interventions on the spot as needed. -Effective implementation monitoring and use of designated supports in the classrooms. -Students mastering learning objectives. Staff Responsible for Monitoring: Staff Responsible for Monitoring: General Education Teachers, SPED Co-Teachers, Teacher Development Specialist, Campus Administration, Dyslexia/Reading Interventionist, Math Interventionist, SPED Chair Action Steps: Action Steps: -Analyze and assess previous STAAR data as administration -Schedule routine PLC's for teachers that target STAAR domains -Administration feedback/walk-throughs for teachers - Analyze and assess previous literacy data as administration - Hold PLC's that allow for co-teachers, special ed. department and general education teachers to target effective literacy instructional practices. -Effective implementation and use of designated supports in the classroom. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Co-Teachers - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$168,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Navarro MS will maintain 100% compliance rating for all Federal, State, and Local requirements.

Evaluation Data Sources: Evaluation Data Sources: -Easy IEP compliance reports





- TEA Audit Checklists
- Authentic Student Work
- Teacher Formal Observational Notes/Documentation

Strategy 1 Details	Reviews			
Strategy 1: At Navarro MS, teachers will have weekly checklists to verify all compliance items have been completed through the support of the SPED department co-teachers, sped chair and sped administrator. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: -Teachers will utilize the checklist to ensure compliance is maintained at 100%. -Authentic documentation of student academic performance; student work. -Identify root causes of student academic struggles. Staff Responsible for Monitoring: SPED Department (Dr. Montgomery, Mr. Barks-Dale, Ms. Frimpong-SCI/SS, Ms. Mitchell-ELA Ms. Marquez- Math) -Leadership Team -Teachers Action Steps: Weekly compliance meetings with Department Chairperson and Administrator -Weekly compliance checks in Easy IEP for for all SPED Staff. -Individual meetings with the Special Education Administrator when 100% compliance is not achieved. Funding Sources: Grade Level Sped Chair - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$61,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Navarro MS teachers and co-teachers will improve efficacy in differentiating instruction to meet student needs and increase student performance as measured by STAAR by 20% implementing the SDI model.

Evaluation Data Sources: Evaluation Data Sources: -SDI Model Instructional Practices

- Identify SPED students (Easy IP)
- STAAR 2022
- Renaissance BOY, MOY and EOY for Reading and Math
- HB4545 BOY Screener for Reading and Math
- Historical Data on OnTrack (All formative assessments)
- Campus/Common Assessments
- District and Unit Assessments
- Observations and Data Tracking Forms
- DDIS Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: SDI Model for co-teachers is clearly defined and implemented to align to core teacher's instruction and the level of rigor as measured by STAAR.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: -Academic growth (data driven)</p> <ul style="list-style-type: none"> -Improvement in student learning outcomes -Teacher intervention on the spot -Effective implementation and use of designated supports in the classroom -Students mastering learning standards -Differentiated Instruction <p>Staff Responsible for Monitoring: SPED Department (Dr. Montgomery, Mr. Barks-Dale, Ms. Frimpong-SCI/SS, Ms. Mitchell-ELA Ms. Marquez- Math)</p> <ul style="list-style-type: none"> -Leadership Team -Teachers <p>Action Steps: : -Meet with teachers and co-teachers about the SDI Model implementation</p> <ul style="list-style-type: none"> -Collaborative Planning -Small Group Differentiated Instruction -PLC Meetings to discuss content, instruction, and student learning outcomes -Track Student Data with fidelity. <p>Funding Sources: School Materials for Teachers and Scholars - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: Ensuring Student Health, Safety and Well-Being

Evaluation Data Sources: - HISD Connect

- Community partnerships
- Wraparound specialist reports
- CIS (Communities in School)
- Parent Meetings
- Title I Meetings

Strategy 1 Details	Reviews			
Strategy 1: Navarro MS will offer student incentive raffle prizes each six weeks, along with grade level competitions based on attendance. Strategy's Expected Result/Impact: At the end of each six weeks Staff Responsible for Monitoring: Attendance clerk Grade level administration Action Steps: Track daily attendance by grade level by tracking attendance reports in HISD Connect. - Implement a grade level attendance competition with student incentives to increase student attendance. - Prizes: Field Trip, Ice Cream Socials, Technology Day, etc. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE





Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Navarro MS will implement a SEL student check-in system with the counselor, Community in School (CIS), and the discipline administrator to decrease both in school and out of school suspension by 50% or

Evaluation Data Sources: HISD Connect Behavior Contracts

Counselor's Tracking System





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The discipline administrator will create systems and procedures for decreasing discipline: tardy procedure, discipline flowchart, morning procedures, etc. We will use the HERO app as a resource to support initiative.</p> <p>Strategy's Expected Result/Impact: Decrease the number of out of school suspension and increase academic achievement.</p> <p>Staff Responsible for Monitoring: Grade level AP's (Ms. Alaniz 6th Grade, Dr. Montgomery 7th Grade, and Ms. Candelaria 8th Grade. Mr. Marquez (Discipline Clerk)</p> <p>Action Steps: Implement the Hero system to track and monitor student positive and negative behavior.</p> <ul style="list-style-type: none">-Hallway Sweeps: Dr. Montgomery will have weekly hallway sweeps to decrease tardiness on our campus.- Hallway monitors have been added to each hallway to ensure the safety and discipline of all students.-HERO System <p>Title I: 2.4</p> <ul style="list-style-type: none">- TEA Priorities: Improve low-performing schools- Targeted Support Strategy - Additional Targeted Support Strategy				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Navarro MS will implement PBIS to create systems and procedures for decreasing discipline at a 50% or higher.

Evaluation Data Sources: -PBIS Committee





-PBIS Flow Chart

-Student Code of Conduct

Strategy 1 Details	Reviews			
Strategy 1: All grade level administrators will reference PBIS flow chart to determine next steps accordingly for all violations stipulated in HISD's Student Code of Conduct. Strategy's Expected Result/Impact: -Decrease in student in-and-out of school suspensions -Increase and foster a positive "learning is required" mentality Staff Responsible for Monitoring: -Grade Level Asst. Principals -Admin -Faculty and Staff Action Steps: -PBIS Flow Chart -Determine the level of violation and the next step on the PBIS flow chart -Fill out the PBIS Referral Form -Determine Consequence -Contact Student's Parent Title I: 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Navarro MS will implement T.E.A.C.H. classroom management strategies to increase desired behavior in a learning environment at a 80% or higher level of effectiveness.

Evaluation Data Sources: -Discipline and office referrals
-Parent-Teacher-Admin Conferences
-Parent Communication Log

Strategy 1 Details	Reviews			
Strategy 1: T.E.A.C.H. will be implemented in classrooms to ensure 100% classroom participation without disruption of the learning process. Strategy's Expected Result/Impact: -An increase in student engagement -Clear systems and procedures to enhance learning -Clarity of what is desired and undesired in the classroom. -Empower students to display good citizenship inside and outside the classroom Staff Responsible for Monitoring: -T.E.A.C.H. Coach -Administration -Faculty and Staff Action Steps: -Introduce T.E.A.C.H. program -Provide professional development -Select on instructional method to use campus-wide -Classroom visitations -Coaching one-on-one Title I: 2.4 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Navarro MS will implement a building safety plan by practicing monthly emergency drills and provide faculty, students, and parents with immediate feedback for improvements needed.

Evaluation Data Sources: -HISD Risk Management Report

-Purchases of all items needed such as exit maps

-Furniture, evacuation maps, and safety plan checklist

Strategy 1 Details	Reviews			
Strategy 1: Meet 100% safety compliance according to HISD Risk Management guidelines. Strategy's Expected Result/Impact: -Safety for ALL students above all -All faculty and staff know systems and procedures -Foster a safe environment for ALL Staff Responsible for Monitoring: All administrators and all faculty and staff Action Steps: - Conduct monthly safety committee meetings - Conduct monthly drills: lockdown, fire, shelter in place and/or intruder drills. - Verify that we are in compliance according to the HISD Risk Management Guidelines. Title I: 2.4 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Increase the literacy by a minimum of 15% percentage in Reading, Writing, and Math for SPED students.

Evaluation Data Sources: Unit Assessments, Observations and Data Tracking Forms, DDIS Data Reports





Strategy 1 Details	Reviews			
Strategy 1: Students will receive a minimum of 50 minutes of Targeted Intervention Strategies per content each day. Strategy's Expected Result/Impact: Learning gap are expected to gradually close with the implementation of strategy. Staff Responsible for Monitoring: General Education Teachers, SPED Co-Teachers, Teacher Development Specialist, Campus Administration, Dyslexia Interventionist, SPED Department Chair Action Steps: Analyze and assess previous STAAR data as administration, Schedule routine PLC's for teachers that target STAAR domains, Administration feedback/walk-throughs for teachers, Hold PLC's for special and general education teachers to target effective literacy instructional practices Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: Navarro MS will facilitate credit recovery completion to promote a combination of 20 overage students from 6th and 7th grade in January 2023. Students will be promoted to their next grade level if they successfully complete the APEX program.

Evaluation Data Sources: APEX Program, Grade Placement Committee Forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Navarro MS will embed two credit recovery classes into the Master Schedule and offer the opportunity for scholars to stay afterschool to get in person support.</p> <p>Strategy's Expected Result/Impact: To be able to have students advance to the next grade level. It will build confidence in the work and set a student for a successful school year.</p> <p>Staff Responsible for Monitoring: Ms. Grisury Candelaria (AP), Ms. Maricela Aparicio (SIR), Mr. Emeterio Cruz (Principal)</p> <p>Action Steps: 1) Analyze 2021-2022 STAAR data and report cards to locate eligible students 2) Hold a parent meeting during the first weeks of school 3) Mentor and coach students through the program 4) Hold progress parent conference 5 weeks into the program 5) Hold GPC meetings in January 2023 to consider promotion</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Navarro Middle School will support the community in establishing a Parent Teacher Organization.

Evaluation Data Sources: Established bylaws, meeting attendance sheets

Strategy 1 Details	Reviews			
Strategy 1: Navarro MS will utilize the Family and Community Engagement Department to facilitate a partnership with an established Parent Teacher Organization in the community. Strategy's Expected Result/Impact: To increase the number of parents in our PTO and also in the VIPS section. Staff Responsible for Monitoring: Ms. E. Limon, Ms. Alfaro, Ms. M. Alaniz (AP) Action Steps: 1) Contact F.A.C.E representative 2) Make contact with recommended campus 3) Establish regular communication check points. Title I: 2.4 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below..

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grade 6 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by School Nurse/Health Wellness Team: Estimated number of students to be screened:30

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: School Nurse/Health Wellness Team; Number of AEDs on campus:4

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)





The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will met 90% of the goals and objectives for the coordinated health programs based on the following

- Evaluation Data Sources:** -Student fitness assessment data, including data from research-based assessment such as the school health index assessment and planning tool that was created by federal Centers for Disease Control and Prevention
- Student academic performance data
 - Student attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Student fitness assessment performed by PE coaches. Strategy's Expected Result/Impact: 90% of students will complete fitness assessment. Staff Responsible for Monitoring: PE Coaches and Grade level Admin to monitor completion Action Steps: -Develop the schedule for the student fitness assessment -Conduct the student fitness assessment -Record data from the student fitness assessment Title I: 2.4 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 054 Navarro Middle School

Total SCE Funds: \$27,480.00

Total FTEs Funded by SCE: 4.6

Brief Description of SCE Services and/or Programs

The numbers reflected is what's left after salaries are paid out of that fund. At Navarro MS we are using our State Compensatory Education to fund crucial positions for interventions. We are paying 40% of our Math interventions. 100% of a Teacher Assistant to support small group push in for interventions. We are also funding 2 hourly positions through the fund for pull outs in the area of Reading and Math. In addition we are going to use additional funds for attendance incentives for scholars. Interventions are being offered through electives and pull outs for scholars at risk of failing.

Personnel for 054 Navarro Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashlea Brown	Teacher	1
Laura Villanueva	Teaching Assistant	1
Peyton Laffoon	Math Degreed Tutor	1
Scott Parker	Teacher	0.5
Tesheena Cloud	Teacher	0.1
Vacant	Reading Degreed Tutor	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

African America	Hispanic	White	America Indian	Asian	Pacific Islander	Two or more Races
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All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by educators, staff, leadership team, and community stakeholders. Our focus is an increase on academic achievement with school-wide initiatives implemented consistently and effectively through coaching, professional development, and building teacher capacity.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:
Contribution based on observation and data.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- ongoing student progress monitoring via common and district assessments;
- teachers and instructional leadership team discussing and developing plans to improve student progress in weekly professional learning communities;

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

The SIP is available to parents in the following locations: Main office, school website, and the districts website.

The SIP was made available to parents by:

Through school website and a hard copy is readily available if needed.

We provide the SIP to parents in the following languages:

English

Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- use of Middle School Collaborative professional learning for teachers;
- schoolwide implementation of the Gradual Release of Responsibility instructional framework to ensure students receive intentionally planned lessons with time for small group instruction;
- common assessments created using backwards planning and calendared into planning calendar in advance with days built in for reteaching/extension;
- use of HISD curriculum to ensure teachers and students have access to a rigorous curriculum and assessment questions that mirror difficulty of STAAR;
- intervention block built into the master schedule;
- credit recovery and tutorial sessions;
- hiring of an instructional coach and content-specific tutors

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- schoolwide implementation of the Middle School Collaborative instructional framework to ensure students receive intentionally planned lessons with time for small group instruction, independent practice, and collaborative learning;
- intervention block built into the master schedule based on individual student needs (e.g. STAAR, TELPAS);
- cross-curricular projectbased learning offered at all grade levels

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

Building teacher capacity in their content areas and instructional areas: providing ongoing professional learning via Middle School Collaborative

Proficient Tier 1 explicit instruction taking place in all content areas: schoolwide implementation of the lesson cycle framework to ensure students receive intentionally planned lessons with time for small group instruction, independent practice, and collaborative learning; coaching sessions with the instructional coach; observation & feedback from appraiser

Bi-weekly AT BATs: weekly PLCs with teachers and instructional leadership team

Small Group Instruction based on student data needs: check for understanding questions conducted throughout direct instruction to adjust which students have immediate need of small group instruction; ongoing common assessments with data analysis to determine students not meeting standards/at risk of not meeting and develop interventions, including small group instruction

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

SDMC and other committees reflect on the school wide plan for the year and based on observation and data we make adjustments to meet the needs of students for the upcoming school year.

Plan gets revisited during the summer to finalize school wide plan.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

Principal, Emeterio Cruz

School-Based Staff Member,

Title I Coordinator, Melissa Alaniz

The PFE was distributed

On the campus website

The languages in which the PFE was distributed include

English

Spanish

Four strategies to increase Parent and Family Engagement include:

Increase the number of parents/guardians attending campus events (e.g. Meet the Teacher, Title I meetings, Parent University, etc.) with an administrator overseeing the communication

Continue to develop virtual methods of engaging families, such as social media platforms, to provide resources, answer questions, inform of campus events and initiatives, etc

Quarterly families outreach events to provide resources and inform of campus initiatives

Survey families every semester to ensure their needs/wants are being met

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

Meeting #1 -September 21 - pm

Meeting #2 Alternate - October, am

Meeting #3 - November pm

Meeting #4 Alternate - December am

Meeting #5 - January, pm

Meeting #6 Alternate - February, am

Meeting #7 -March, pm

Meeting #8 Alternate - April, am

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arlen Monreal	Teacher Specialist	Title 1	1
Edelmira Alfaro	Parent Engagement Rep	Title 1	1
Grisury Candelaria	Assistant Principal	ESSER	1
Juan Hernandez	Teacher Interventionist	Title 1	1
Monique McNeely	Hourly General Clerk 1	ESSER	1
Vacant	Teacher Assistant	ESSER	1
vacant	Parent Engagement Rep	Title 1	1