

El Paso Independent School District
Capt. Gabriel Navarrete Middle School
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Captain Gabriel Navarrete staff will create a safe environment that establishes a college ready culture and educates all students to be independent learners, problem solvers, and lifelong learners.

Vision

Captain Gabriel Navarrete Middle School will maintain a collaborative environment that will allow students to make meaningful connections in order to learn and advance successfully.

Value Statement

We focus on nurturing well-rounded individuals, enabling them to thrive in all aspects of their life by practicing our core values of Honor, Integrity, and Respect.

We set high academic standards and provide rigorous and engaging learning opportunities that challenge our students.

We believe in advocating for equity, ensuring that every student has access to resources, opportunities, and support to promote their success and growth.

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Goals





Goal 1: WHOLE CHILD DEVELOPMENT: Navarrete Middle School fosters learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Navarrete MS will create a culture where each student is supported by caring adults, as measured by an employee, student, and parent culture climate survey.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will identify core values for students and introduce to students through a culture week and culture activities throughout the year. Strategy's Expected Result/Impact: Increased student responsibility for campus culture and school pride; decreased classroom disruptions; better attendance and less student discipline. Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs, PBIS committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff development will review daily classroom routines, procedures, rituals, and importance of SEL activities. Strategy's Expected Result/Impact: Increased classroom management; decreased classroom disruptions and less student discipline. Staff Responsible for Monitoring: Principal, APs, CTCs, counselors, Department Chairs, PBIS Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Monthly faculty meetings to celebrate teacher success, teacher attendance at campus events, and provide on-going campus staff development for teachers and staff revolving around Tier 1 instruction and building positive classroom culture. Strategy's Expected Result/Impact: Increased celebrations for teacher and campus successes; increased staff attendance to school events Staff Responsible for Monitoring: Principal, APs, CTCs ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monthly attendance awards for students with perfect attendance or improved attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Principal, APs, attendance clerk Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: PBIS prizes and incentives for students who have been identified for practicing our core values: Honor, Integrity, Respect. Strategy's Expected Result/Impact: Improved school culture, less student discipline referrals	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Principals, APs, counselors, teachers, PBIS committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3</p>				
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Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 1: Decrease student disciplinary removals from instruction in order to improve campus culture and climate. Root Cause: Students need reinforcement of positive behavior supports .</p>
<p>Prioritized Need 2: Increase student participation to extra-curricular activities. Root Cause: Sixth grade students have limited involvement on campus because they think competitive sports are the only manner to participate in campus activities.</p>
<p>Prioritized Need 3: A large, at-risk, economically disadvantage student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without barriers typically benefit from. Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.</p>
<p>Prioritized Need 4: Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a resource to drive campus-wide improvements. Root Cause: Decision-makers lack awareness of the significant impact that incorporating student feedback can have driving positive changes.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: There is a lack of consistent sheltered instruction supports across the campus hindering learning for students, particularly students who are emergent bilingual. This results in unequal access to educational content and limits students' ability to fully engage in classroom activities and discussion. Root Cause: Teachers need adequate training on effectively supporting bilingual students specifically with strategies that promote language acquisition, and they must adapt their teaching methods. There is also limited collaboration among teachers to share best practices, such as strategies and ways to align curriculum materials and assessments to the proficiency levels of EB students.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 3: There is a need to restructure the onboarding process to include students and staff along with a need for a system to monitor and enhance the mentor program designed to provide support for new teachers. Root Cause: There is a lack of understanding of the onboarding process that addresses all faculty, staff, and students. There is also a need for a systematic approach to oversee and improve the mentor program intended to offer guidance and support for new teachers.</p>





Goal 1: WHOLE CHILD DEVELOPMENT: Navarrete Middle School fosters learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Navarrete MS will increase 6th grade student participation in UIL, extra-curricular, co-curricular activities by 11% from 90 participants to 100.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Host an Open House at the start of the year to include staff introductions and extra curricular opportunities, such as Student Council and Student Ambassadors. Strategy's Expected Result/Impact: Expose 6th grade students to the various clubs and extra curricular activities that are available for this grade level in order to promote student participation. Staff Responsible for Monitoring: Principal, APs, Parent Engagement Liaison, Club Sponsors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and maintain a new student packet with essential campus information to include student activities. Strategy's Expected Result/Impact: Increase student participation in student activities. Reduction of student discipline. Staff Responsible for Monitoring: Principal, APs, Military Liaison, Parent Engagement Liaison, Club Sponsors Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Maintain calendar on district campus website to communicate daily and weekly events. Strategy's Expected Result/Impact: Increased communication; increase in activities being offered; increased parental participation; increased student-centered activities. Staff Responsible for Monitoring: Principal, APs, Parent engagement liaison, military family liaison, CTCs, club sponsors Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Offer after school meals to students who are involved in all after school activities. Strategy's Expected Result/Impact: increased participation in UIL, extra-curricular activities Staff Responsible for Monitoring: Principal, APs, Athletic coordinator, department chairs Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Host a Meet the Knights Night to honor students participating in UIL, clubs, and extra-curricular activities each semester. Strategy's Expected Result/Impact: increased participation in extra-curricular activities Staff Responsible for Monitoring: Principal, APs, Athletic Coordinator, coaches, and UIL/club sponsors Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		Formative			Summative
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Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 2: Increase student participation to extra-curricular activities. Root Cause: Sixth grade students have limited involvement on campus because they think competitive sports are the only manner to participate in campus activities.</p> <p>Prioritized Need 3: A large, at-risk, economically disadvantage student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without barriers typically benefit from. Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.</p>

Goal 1: WHOLE CHILD DEVELOPMENT: Navarrete Middle School fosters learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Navarrete Middle School will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district.

Evaluation Data Sources: Increased number of partners in education

Strategy 1 Details	Reviews			
Strategy 1: Secure and develop four new partners in education to help celebrate student and teacher successes such as attendance, honor roll, and field trips. Strategy's Expected Result/Impact: Increased student celebrations; family dinner nights Staff Responsible for Monitoring: Principal, event co-coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 Funding Sources: Transportation for students / Field trip - 211 ESEA Title I Part A (Campus) - 211.11.6494.058.24.801.058 - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule and integrate a military partner in education on-campus activity at least once a month. Strategy's Expected Result/Impact: increased military partnership; Purple Heart status for campus Staff Responsible for Monitoring: Principal, APs, Military liaison Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Increase student participation to extra-curricular activities. **Root Cause:** Sixth grade students have limited involvement on campus because they think competitive sports are the only manner to participate in campus activities.

Prioritized Need 3: A large, at-risk, economically disadvantage student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without barriers typically benefit from. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Goal 1: WHOLE CHILD DEVELOPMENT: Navarrete Middle School fosters learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Navarrete MS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring middle school counselors carry a caseload of 1:350 students or less.

Evaluation Data Sources: PEIMS OnPoint

Strategy 1 Details	Reviews			
Strategy 1: Counselors will build mindsets and healthy habits through continued support for Specialized Classroom Management during advisory and counseling sessions and participation in physical education requirements such as physical education classes, lifetime fitness, and karate electives. Strategy's Expected Result/Impact: Decrease in student discipline. Staff Responsible for Monitoring: Principals, APs, counselors, SpEd Coach, CTCs Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will be assigned a student population based on alpha to not exceed 350 in order to support student academic success and address drop out prevention. Strategy's Expected Result/Impact: Decrease in student discipline. Staff Responsible for Monitoring: Principals, APs Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Counselors will meet weekly with students who are placed into DAEP. Strategy's Expected Result/Impact: Improved student discipline and minimized repeat offenses. Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 1: Decrease student disciplinary removals from instruction in order to improve campus culture and climate. Root Cause: Students need reinforcement of positive behavior supports .</p> <p>Prioritized Need 3: A large, at-risk, economically disadvantage student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without barriers typically benefit from. Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.</p> <p>Prioritized Need 4: Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a resource to drive campus-wide improvements. Root Cause: Decision-makers lack awareness of the significant impact that incorporating student feedback can have driving positive changes.</p>

Goal 1: WHOLE CHILD DEVELOPMENT: Navarrete Middle School fosters learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Navarrete MS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school wide behavior expectations, 70% classrooms procedures and instruction are aligned, and student and staff awareness.

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: We will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence through the implementation of Specialized Classroom Management during advisory and classroom instruction. Strategy's Expected Result/Impact: Improved student discipline and classroom management Staff Responsible for Monitoring: Principal, APs, CTCs, PBIS, SpEd Coach, Dept. Chair Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PBIS will build mindsets and healthy habits, and skills that strengthen students' social, emotional and academic competence through SEL initiatives throughout the year, such as mentoring, student celebrations, and student intervention meetings. Strategy's Expected Result/Impact: Improved student discipline and classroom management; improved attendance rates Staff Responsible for Monitoring: Principal, APs, CTCs Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: Decrease student disciplinary removals from instruction in order to improve campus culture and climate. **Root Cause:** Students need reinforcement of positive behavior supports .





Prioritized Need 3: A large, at-risk, economically disadvantage student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without barriers typically benefit from. **Root Cause:** Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Goal 1: WHOLE CHILD DEVELOPMENT: Navarrete Middle School fosters learning environments for the whole child to thrive.

Performance Objective 6: By June 2024, Navarrete MS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals from 697 to 655.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: PBIS will meet monthly to discuss current behavior trends and adjust matrix, as necessary. Strategy's Expected Result/Impact: reduce classroom behavior incidents Staff Responsible for Monitoring: Principal, APs, CTCs, and PBIS committee Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be recognized for demonstrating our core values: Honor, Integrity, and Respect through incentives and award celebrations. Strategy's Expected Result/Impact: decrease in student discipline and improved classroom management; increase in student-centered celebrations Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: PBIS will mentor DAEP Students and will meet with them weekly. Strategy's Expected Result/Impact: Decrease student discipline and repeat offenses Staff Responsible for Monitoring: Principal, APs, DAEP Teacher, PBIS Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Bring in a guest, motivational speaker for all students. Strategy's Expected Result/Impact: Decrease student discipline and improved classroom management Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3 Funding Sources: Consulting Services - 199 General Fund - 199.11.6291.058.11.100.058 - \$1,487.48, Misc. Contracted Services - 199 General Fund - 199.11.6299.058.11.100.058 - \$2,700	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 6 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Decrease student disciplinary removals from instruction in order to improve campus culture and climate. Root Cause: Students need reinforcement of positive behavior supports .
Prioritized Need 3: A large, at-risk, economically disadvantage student population indicates a need for targeted intervention programs that address issues such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities that students without barriers typically benefit from. Root Cause: Due to outside barriers such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-Tiered System of Support to address the issues that are preventing students from being successful.

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Navarrete MS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all campuses.

Evaluation Data Sources: STAAR scores, Amplify and Carnegie data usage, Strive

Strategy 1 Details		Reviews			
Strategy 1: Daily PLCs for teachers to plan meaningful lessons with rigorous daily objectives, assessments, and daily outcomes. Strategy's Expected Result/Impact: Increased student learning and improve proficiency of teacher curriculum knowledge Staff Responsible for Monitoring: Principal, APs, CTCs, Dept. Chairs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Semester planning days core content teachers to internalize curriculum and data trends from first semester and MOY data to support at-risk students. Strategy's Expected Result/Impact: Improve student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Dept. Chairs Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 3 Funding Sources: Substitute Teachers / Profs - 211 ESEA Title I Part A (Campus) - 211.11.6112.058.24.362.058 - \$6,500, Substitute FICA FRINGES - 211 ESEA Title I Part A (Campus) - 211.11.6141.058.24.362.058 - \$95, Substitute Teachers / Profs - 185 SCE (Campus) - 185.11.6112.058.30.362.058 - \$5,000, Substitute FICA FRINGES - 185 SCE (Campus) - 185.11.6112.058.30.362.058 - \$73, Substitute Teachers / Profs - 199 General Fund - 199.11.6112.058.11.362.058 - \$5,949, Substitute FICA FRINGES - 199 General Fund - 199.11.6141.058.11.362.058 - \$87, Substitute Teachers / Profs - 199 General Fund - 199.11.6112.058.23.362.058 - \$2,379.97, Substitute FICA FRINGES - 199 General Fund - 199.11.6141.058.23.362.058 - \$35	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Friday workshops will address teacher requested topics and data from walkthrough and learning walk trends for improving Tier 1 instruction. Strategy's Expected Result/Impact: Improve instruction and student performance Staff Responsible for Monitoring: Principal, APs, CTCs, department chairs Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. **Root Cause:** Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.

Prioritized Need 2: The campus often utilized assessments that lacked alignment with the performance standard level of rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. **Root Cause:** Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: The persistently low attendance rates among students has a negative impact on student learning outcomes and impedes the delivery of quality first teach instruction. There is also lack of engagement with the learning materials and school community. **Root Cause:** The campus does not have a holistic attendance and engagement strategy that includes comprehensive attendance tracking systems, initiatives to enhance student engagement and motivation, effective communication among stakeholders, targeted interventions for students facing barriers, and the implementation of positive reinforcement methods.

Prioritized Need 3: Despite the various efforts, such as implementing fall/spring Intersession, tutoring plan, Saturday school, and blackout, there still remains a gap in providing a comprehensive and structured approach to support students with varying levels of academic needs. There is also a need of more support such as a math and reading interventionist to work with students in smaller groups. **Root Cause:** There is a deficiency in the current support system to address the diverse needs of all students and instructional resources to align the interventions with their specific learning challenges.

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Navarrete MS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition.

Evaluation Data Sources: STAAR data, Strive TTESS

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all Dual Language teachers are meeting the district requirement of 6 hours update for Dual Language training for the 23-24 school year. Strategy's Expected Result/Impact: Increase fidelity in the Dual Language Program. Staff Responsible for Monitoring: Principal, APs, CTC's, LPAC clerk TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly learning walks into Dual Language classrooms to ensure the model is being implemented. Strategy's Expected Result/Impact: Rigorous instruction and fidelity to program model; improved student performance Staff Responsible for Monitoring: Principal, APs, CTCs Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide one Dual Language campus professional development every nine weeks. Strategy's Expected Result/Impact: Rigorous instruction and fidelity to program model; improved student performance Staff Responsible for Monitoring: Principal, CTCs, APs, LPAC clerk Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 2 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. Root Cause: Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: There is a lack of consistent sheltered instruction supports across the campus hindering learning for students, particularly students who are emergent bilingual. This results in unequal access to educational content and limits students' ability to fully engage in classroom activities and discussion. Root Cause: Teachers need adequate training on effectively supporting bilingual students specifically with strategies that promote language acquisition, and they must adapt their teaching methods. There is also limited collaboration among teachers to share best practices, such as strategies and ways to align curriculum materials and assessments to the proficiency levels of EB students.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Increase the number of dual language courses and section offerings across all content areas in order to create more options for students who are participating in the dual language program. Root Cause: To become dual language certified is a rigorous process; teachers need to attend additional courses and pass a state exam. Many teachers are hesitant to test due to the fact that they have to pay for each attempt on their own and only get reimbursed for the exam they are successful in.

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Navarrete MS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 25% to 48%.

Evaluation Data Sources: Cambium, Tableau

Strategy 1 Details	Reviews			
Strategy 1: PLCs structures will allow for internalization of new curriculum resources and the review of formative data to drive instruction. Strategy's Expected Result/Impact: Improved overall STAAR results and student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Interventionist Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Schedule support for Tier 3 students within mathematics intervention classes and provide small group instruction through the use of interventionist. Strategy's Expected Result/Impact: Improved overall STAAR results and student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Interventionist, Department Chairs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide STAAR workbooks and testing review materials to support academic tutoring. Strategy's Expected Result/Impact: Improved overall STAAR results and student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Interventionist, Department Chairs Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 Funding Sources: Testing Materials - 211 ESEA Title I Part A (Campus) - 211.11.6339.058.24.801.058 - \$5,500, Testing Materials - 185 SCE (Campus) - 185.11.6339.058.30.000.058 - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Double block RLA classes for all students in order to improve foundational literacy skills. Strategy's Expected Result/Impact: Improved overall STAAR results and student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Counselors Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. Root Cause: Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.
Prioritized Need 2: The campus often utilized assessments that lacked alignment with the performance standard level of rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. Root Cause: Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.

L2 Academic Excellence (Student Achievement)

Prioritized Need 3: Despite the various efforts, such as implementing fall/spring Intersession, tutoring plan, Saturday school, and blackout, there still remains a gap in providing a comprehensive and structured approach to support students with varying levels of academic needs. There is also a need of more support such as a math and reading interventionist to work with students in smaller groups. **Root Cause:** There is a deficiency in the current support system to address the diverse needs of all students and instructional resources to align the interventions with their specific learning challenges.

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Navarrete MS will Increase student achievement outcomes as measured by the percent of 6th-8th grade students that score "Meets" Grade level or above on STAAR reading will increase from 29% to 49% with all student groups meeting board approved metrics.

Evaluation Data Sources: Tableau, Cambium

Strategy 1 Details		Reviews			
Strategy 1: Ensure that PreAP students are following Spring Board scope and sequence and that teachers are all trained in Spring Board training. Strategy's Expected Result/Impact: increase rigorous instruction and improve student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Purchase supplies for PLC planning and professional development for teachers to increase content knowledge in order to better serve all students. Strategy's Expected Result/Impact: Improve STAAR student performance Staff Responsible for Monitoring: Principal, APs, CTCs, Interventionist, Department Chairs Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Reading Materials - 211 ESEA Title I Part A (Campus) - 211.11.6329.058.24.801.058 - \$5,852, Reading Matierials - 185 SCE (Campus) - 185.11.6329.058.30.000.058 - \$700		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students who are not meeting standard in Tier 1 instruction or require accelerated instruction, will be supported through after school and intersession tutoring for reading. Strategy's Expected Result/Impact: improved student performance on STAAR and increased reading levels Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs, testing coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 Funding Sources: TUTORING / Highly Qualified Teachers - 211 ESEA Title I Part A (Campus) - 211.11.6117.058.24.801.058 - \$9,000, FICA Fringes / Highly Qualified Teachers - 211 ESEA Title I Part A (Campus) - 211.11.6141.058.24.801.058 - \$131, TRS Fringes / Highly Qualified Teachers - 211 ESEA Title I Part A (Campus) - 211.11.6146.058.24.801.058 - \$788, TRS CARE / Highly Qualified Teachers - 211 ESEA Title I Part A (Campus) - 211.11.6148.058.24.801.058 - \$68, TRS NON OASDI FEE / Highly Qualified Teachers - 211 ESEA Title I Part A (Campus) - 211.11.6149.058.24.801.058 - \$162, TUTORING / Highly Qualified Teachers - 185 SCE (Campus) - 185.11.6117.058.30.000.058 - \$9,361, FICA Fringes / Highly Qualified Teachers - 185 SCE (Campus) - 185.11.6141.058.30.000.058 - \$136, TRS Fringes / Highly Qualified Teachers - 185 SCE (Campus) - 185.11.6146.058.30.000.058 - \$820, TRS CARE / Highly Qualified Teachers - 185 SCE (Campus) - 185.11.6148.058.30.000.058 - \$71, TRS NON OASDI FEE / Highly Qualified Teachers - 185 SCE (Campus) - 185.11.6149.058.30.000.058 - \$169, TUTORING / Highly Qualified Teachers - 199 General Fund - 199.11.6117.058.11.362.058 - \$7,735.84, FICA Fringes / Highly Qualified Teachers - 199 General Fund - 199.11.6141.058.11.362.058 - \$113, TRS Fringes / Highly Qualified Teachers - 199 General Fund - 199.11.6148.058.11.362.058 - \$59, TRS NON OASDI FEE / Highly Qualified Teachers - 199 General Fund - 199.11.6149.058.11.362.058 - \$140, TUTORING / Highly Qualified Teachers - 199 General Fund - 199.11.6117.058.23.362.058 - \$1,189.98, FICA Fringes / Highly Qualified Teachers - 199 General Fund - 199.11.6141.058.23.362.058, FICA Fringes / Highly Qualified Teachers - 199 General Fund - 199.11.6141.058.23.362.058 - \$18, TRS Fringes / Highly Qualified Teachers - 199 General Fund - 199.11.6148.058.23.362.058 - \$9, TRS NON OASDI FEE / Highly Qualified Teachers - 199 General Fund - 199.11.6149.058.23.362.058 - \$22, Substitute Support Personnel - 199 General Fund - 199.11.6122.058.23.000.058 - \$400, FICA Fringes / Highly Qualified Teachers - 199 General Fund - 199.11.6141.058.23.000.058 - \$6	Formative			Summative
	Oct	Jan	Mar	June

0%

No Progress

100%

Accomplished

➔

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✗

Discontinue

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. **Root Cause:** Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.

Prioritized Need 2: The campus often utilized assessments that lacked alignment with the performance standard level of rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. **Root Cause:** Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.

L3 Destination School (Perceptions, Facilities, Programs, Technology)





Prioritized Need 1: There is a pressing need to update all technology resources and ensure additional training is provided to all teachers. **Root Cause:** Certain students lack access to devices or teachers may experience internet or software/app connectivity issues. Additionally, outdated technology results in delays in resolving the issue.

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Navarrete MS will increase student achievement outcomes as measured by the percent of 6th-8th grade students that score "Meets" grade level or above on STAAR math will increase from 14% to 36% with all student groups meeting board approved metrics.

Evaluation Data Sources: Tableau, Cambium

Strategy 1 Details		Reviews			
Strategy 1: Students who did not meet standard and/or approaches on STAAR will be scheduled into mathematic intervention courses. Strategy's Expected Result/Impact: Improved Mathematic STAAR results; increase in students scoring Meets and Masters. Staff Responsible for Monitoring: Principal, APs, CTCs, counselor, testing coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Students who are in mathematics intervention courses will receive Tier 3 instructional support by a mathematics interventionist and the usage of iReady. Strategy's Expected Result/Impact: improved meets and masters scores for STAAR Staff Responsible for Monitoring: Principal, APs, CTCs, mathematics interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive on-going professional development of the newly adopted mathematics curriculum, Carnegie and Mathia, during PLCs and campus professional development. Strategy's Expected Result/Impact: Improved mathematics meets and masters performance Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students who are not meeting standard in Tier 1 instruction or require accelerated instruction, will be supported through after school and intersession tutoring. Strategy's Expected Result/Impact: Improved student performance on STAAR Staff Responsible for Monitoring: Principal, APs, CTCs, Testing Coordinator, Department Chair Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. Root Cause: Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.

L2 Academic Excellence (Curriculum, Instruction, Assessment)





Prioritized Need 2: The campus often utilized assessments that lacked alignment with the performance standard level of rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. **Root Cause:** Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 6: By June 2024, Navarrete MS will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 18% - 29%)

Evaluation Data Sources: Tableau, Cambium

Strategy 1 Details	Reviews			
Strategy 1: All students are double blocked into English and reading intervention courses. Strategy's Expected Result/Impact: Improve reading meets and masters STAAR scores Staff Responsible for Monitoring: Principal, APs, CTCs, counselors Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students who are in reading intervention courses will receive Tier 3 instructional support by a reading interventionist and the usage of iReady. Strategy's Expected Result/Impact: Improve meets and masters scores for STAAR reading Staff Responsible for Monitoring: Principal, APs, CTCs, interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will receive on-going professional development of the newly adopted reading curriculum, Amplify and iReady, during PLCs and campus professional development. Strategy's Expected Result/Impact: Improved reading meets and masters performance on STAAR Staff Responsible for Monitoring: Principal, APs, CTCs, reading interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 6 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. Root Cause: Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.</p> <p>Prioritized Need 2: The campus often utilized assessments that lacked alignment with the performance standard level of rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. Root Cause: Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.</p>

Goal 2: ACADEMIC EXCELLENCE: Navarrete Middle School empowers all learners to excel in current and future pursuits.

Performance Objective 7: By June 2024, Navarrete MS will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%)

Evaluation Data Sources: Tableau, Cambium

Strategy 1 Details	Reviews			
Strategy 1: Math interventionist will identify and work with bottom 5% of all students to close instructional gaps and growth. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principal, APs, interventionists, CTCs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure Math curriculum, Carnegie and Mathia, is being utilized and supported in regular education. Strategy's Expected Result/Impact: increase student growth in mathematics Staff Responsible for Monitoring: Principal, APs, CTCs, Department chairs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Math intervention program, iReady, will be utilized in the Math intervention courses to close instructional gaps for students who failed STAAR. Strategy's Expected Result/Impact: Increased student performance in mathematics Staff Responsible for Monitoring: Principal, APs, CTCs, Interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 3		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 7 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: The campus requires a coherent curriculum and high quality instructional materials accessible to all teachers and aligns with the specific needs of the campus. Root Cause: Despite the structured lesson planning process, teachers were falling behind on the district pacing calendar and using diverse instructional materials that were not consistently aligned with the required rigor of the academic standards.
Prioritized Need 2: The campus often utilized assessments that lacked alignment with the performance standard level of rigor, and/or were not effectively employed to monitor or modify instruction based on students' learning progress. Root Cause: Teachers have not received sufficient training on the importance of aligning assessments with the rigor of the standards and a lack of clear procedures for utilizing assessment data to inform instructional adjustments or additional interventions needed.
L2 Academic Excellence (Student Achievement)
Prioritized Need 3: Despite the various efforts, such as implementing fall/spring Intersession, tutoring plan, Saturday school, and blackout, there still remains a gap in providing a comprehensive and structured approach to support students with varying levels of academic needs. There is also a need of more support such as a math and reading interventionist to work with students in smaller groups. Root Cause: There is a deficiency in the current support system to address the diverse needs of all students and instructional resources to align the interventions with their specific learning challenges.

Goal 3: DESTINATION DISTRICT: Navarrete Middle School solidifies its position as El Paso's destination middle school.

Performance Objective 1: By June 2024, Navarrete MS will stabilize enrollment by increasing the number of new students enrolling or transferring back to Navarrete MS by 1% from 312 to 315.

Evaluation Data Sources: Transfers within Tableau

Strategy 1 Details	Reviews			
Strategy 1: Increase the public image of Navarrete Middle School. Strategy's Expected Result/Impact: Increase student enrollment. Increase parent participation Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs, Athletic and Club Sponsors Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Grow elective course offerings like journalism for students who do not need additional instructional supports. Strategy's Expected Result/Impact: Increase the number of opportunities for the students to take courses that provide high school credit. Also, students will be exposed to career choices. Staff Responsible for Monitoring: Principal, Assistant Principal, counselors and Journalism teacher. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Grow AYPYN events offered after school for all students, especially military students. Strategy's Expected Result/Impact: The events will attract the community and military families; increased student participations. Staff Responsible for Monitoring: Principal. Assistant Principals, and Military Liaison. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Pilot programs such as Kick Start in order to offer diverse elective options for students. Strategy's Expected Result/Impact: Increase student enrollment; improve student attendance; and parent participation at campus events Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 1: Increase the number of dual language courses and section offerings across all content areas in order to create more options for students who are participating in the dual language program. Root Cause: To become dual language certified is a rigorous process; teachers need to attend additional courses and pass a state exam. Many teachers are hesitant to test due to the fact that they have to pay for each attempt on their own and only get reimbursed for the exam they are successful in.</p> <p>Prioritized Need 2: There is inconsistent involvement of all stakeholders in showcasing Navarrete Middle School accomplishments and strengths across various media platforms. Also information should be provided in both English and Spanish. Root Cause: As a newly merged campus, many staff members still do not feel unity and pride of being one campus. The lack of participation of all stakeholders in the development of the campus mission, vision, or value statement designed to demonstrate commitment to the success of our students.</p> <p>Prioritized Need 4: There is a need to enhance the overall customer service experience so that all faculty and staff feel welcome and part of one team. Root Cause: As a recently merged campus, the culture and morale are being worked on daily since last year saw the incoming of an entire new administrative staff and procedures.</p>

Goal 3: DESTINATION DISTRICT: Navarrete Middle School solidifies its position as El Paso's destination middle school.

Performance Objective 2: By June 2024, Navarrete Middle School will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93 %.

Evaluation Data Sources: Tableau

Strategy 1 Details	Reviews			
Strategy 1: Hire 100% certified employees as vacancies open. Strategy's Expected Result/Impact: Staff ready and prepared to support students. Staff Responsible for Monitoring: HR, Principal, and stakeholders. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Dual Language teacher certifications. Strategy's Expected Result/Impact: Teachers will have opportunities to become highly certified. Our campus will be able to offer more Dual language courses. Staff Responsible for Monitoring: Principal, APs, Department Chairs, LPAC clerk Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Navarrete will hire a clerk to support families and daily clerical duties. Strategy's Expected Result/Impact: Increase stakeholder participation in school and keeps systems in place; improved completion of duties by supporting front office staff; less compensation hours given for hourly clerks. Staff Responsible for Monitoring: Principal, APs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 2 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 1: Increase the number of dual language courses and section offerings across all content areas in order to create more options for students who are participating in the dual language program. Root Cause: To become dual language certified is a rigorous process; teachers need to attend additional courses and pass a state exam. Many teachers are hesitant to test due to the fact that they have to pay for each attempt on their own and only get reimbursed for the exam they are successful in.</p> <p>Prioritized Need 3: There is a need to restructure the onboarding process to include students and staff along with a need for a system to monitor and enhance the mentor program designed to provide support for new teachers. Root Cause: There is a lack of understanding of the onboarding process that addresses all faculty, staff, and students. There is also a need for a systematic approach to oversee and improve the mentor program intended to offer guidance and support for new teachers.</p> <p>Prioritized Need 4: There is a need to enhance the overall customer service experience so that all faculty and staff feel welcome and part of one team. Root Cause: As a recently merged campus, the culture and morale are being worked on daily since last year saw the incoming of an entire new administrative staff and procedures.</p>





Goal 3: DESTINATION DISTRICT: Navarrete Middle School solidifies its position as El Paso's destination middle school.

Performance Objective 3: By June 2024, Navarrete Middle School will grow top talent by implementing a campus created Comprehensive Professional Development Plan.

Evaluation Data Sources: TTESS Goals; Walkthroughs, Learning Walks

Strategy 1 Details	Reviews			
Strategy 1: Book study of Fundamental 5 Revisited (2nd edition) to engage students and improve Tier 1 instruction. Strategy's Expected Result/Impact: Increase student engagement and improved Tier 1 instruction. Staff Responsible for Monitoring: Principal, APs, CTCs, Dept. Chairs Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Training on classroom management and effective rituals for a strong "Back to School" and ongoing support for teacher growth and improved student habits. Strategy's Expected Result/Impact: Increase student behavior and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, CTCs, Department Chairs. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Weekly coaching conversations to discuss teacher instructional growth. Strategy's Expected Result/Impact: Increase in TTESS reinforcement practices; successful completion of SLOs. Staff Responsible for Monitoring: Principals; APs. CTCs, Department Chair; Mentors. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Bi-monthly, Friday Professional Development workshops based on teacher requests in order to build teacher capacity. Strategy's Expected Result/Impact: Increase in TTESS reinforcement practices; successful completion of SLOs. Staff Responsible for Monitoring: Principal, APs, CTCs, Department Chairs. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Design power planning days for teachers to internalize the curriculum and their resources in order to improve instruction. Strategy's Expected Result/Impact: Improved Domain I scores Staff Responsible for Monitoring: Principal, APs, CTCs Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 4	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 4: There is a need to enhance the overall customer service experience so that all faculty and staff feel welcome and part of one team. Root Cause: As a recently merged campus, the culture and morale are being worked on daily since last year saw the incoming of an entire new administrative staff and procedures.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: There is a pressing need to update all technology resources and ensure additional training is provided to all teachers. Root Cause: Certain students lack access to devices or teachers may experience internet or software/app connectivity issues. Additionally, outdated technology results in delays in resolving the issue. Prioritized Need 2: Increasingly, we are battling students' willingness to bring school-issued laptops, have a charged device, or pay for lost or damaged devices. This reduces the ability of the teacher to effectively guide the students through a structured curriculum because a student's performance is being restricted by the lack of a device. Root Cause: There is a deficiency in established written policies shared with staff, students, and parents to guarantee clear expectations from day one.

Goal 3: DESTINATION DISTRICT: Navarrete Middle School solidifies its position as El Paso's destination middle school.

Performance Objective 4: By June 2024, Navarrete MS will effectively market and communicate information to the district's public resulting in improving the campus image as reflecting through an increase in stakeholder satisfaction via marketing and consistent messaging on all communication platforms.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Campus will conduct weekly call outs with a summary of the weekly and any upcoming events. Strategy's Expected Result/Impact: Increase parent engagement and participation at events Staff Responsible for Monitoring: Principal, Parent Engagement Liaison, Military Liaison Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Social media posts to share out successes occurring on campus, ie X (formally known as Twitter), Instagram, Facebook, etc. Strategy's Expected Result/Impact: Increase parent involvement and participation Staff Responsible for Monitoring: Principal, APs, PEL, club and athletic sponsors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Digital marquee weekly updated with essential, upcoming dates and celebrations. Strategy's Expected Result/Impact: Increase family and community communication/participation Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain a campus website that frequently communicates with stakeholders. Strategy's Expected Result/Impact: Increase community involvement and participation Staff Responsible for Monitoring: Principal, Webmaster Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Journalism publishing SMORE monthly, digital newspaper. Strategy's Expected Result/Impact: Increase communication with all the stakeholders. Staff Responsible for Monitoring: Principal, Journalism teacher	Formative			Summative
	Oct	Jan	Mar	June

Title I:

4.2

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2, 4 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1

No Progress



Accomplished



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Discontinue

Performance Objective 4 Prioritized Needs:**L3 Destination School (Staff Recruitment, Retention & Prof. Dev)**

Prioritized Need 2: There is inconsistent involvement of all stakeholders in showcasing Navarrete Middle School accomplishments and strengths across various media platforms. Also information should be provided in both English and Spanish. **Root Cause:** As a newly merged campus, many staff members still do not feel unity and pride of being one campus. The lack of participation of all stakeholders in the development of the campus mission, vision, or value statement designed to demonstrate commitment to the success of our students.

Prioritized Need 4: There is a need to enhance the overall customer service experience so that all faculty and staff feel welcome and part of one team. **Root Cause:** As a recently merged campus, the culture and morale are being worked on daily since last year saw the incoming of an entire new administrative staff and procedures.

L3 Destination School (Perceptions, Facilities, Programs, Technology)





Prioritized Need 1: There is a pressing need to update all technology resources and ensure additional training is provided to all teachers. **Root Cause:** Certain students lack access to devices or teachers may experience internet or software/app connectivity issues. Additionally, outdated technology results in delays in resolving the issue.

Goal 3: DESTINATION DISTRICT: Navarrete Middle School solidifies its position as El Paso's destination middle school.

Performance Objective 5: By June 2024, Navarrete MS will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Evaluation Data Sources: TTESS walkthroughs on Strive (Eduphoria)

Strategy 1 Details	Reviews			
Strategy 1: Identify campus technology needs and a plan to update older, technology resources. Strategy's Expected Result/Impact: Blended Tier 1 learning environment Staff Responsible for Monitoring: Principal, APs CTCs, Bookroom clerk, librarian Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2 Funding Sources: Technology Equipment - 211 ESEA Title I Part A (Campus) - 211.11.6395.058.24.801.058 - \$10,032, Technology Equipment - 185 SCE (Campus) - 183.11.6395.058.30.000.058 - \$2,998.86	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize campus funds to purchase technology, such as, interactive panels, infocus, Smart TVs to enhance the learning environment. Strategy's Expected Result/Impact: Blended Tier 1 learning environment; blended formative assessments; implementation of district, digital curriculum Staff Responsible for Monitoring: Principal, APs CTCs, Bookroom clerk, librarian Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus will utilize Schoology to support online engagement and lessons for students. Strategy's Expected Result/Impact: Blended Tier 1 learning environment; blended formative assessments; implementation of district, digital curriculum Staff Responsible for Monitoring: Principal, APs CTCs, Department Chairs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 5 Prioritized Needs:





L3 Destination School (Perceptions, Facilities, Programs, Technology)
<p>Prioritized Need 1: There is a pressing need to update all technology resources and ensure additional training is provided to all teachers. Root Cause: Certain students lack access to devices or teachers may experience internet or software/app connectivity issues. Additionally, outdated technology results in delays in resolving the issue.</p> <p>Prioritized Need 2: Increasingly, we are battling students' willingness to bring school-issued laptops, have a charged device, or pay for lost or damaged devices. This reduces the ability of the teacher to effectively guide the students through a structured curriculum because a student's performance is being restricted by the lack of a device. Root Cause: There is a deficiency in established written policies shared with staff, students, and parents to guarantee clear expectations from day one.</p>

Goal 4: CULTURE OF ACCOUNTABILITY: Navarrete Middle School cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Navarrete MS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 95%.

Evaluation Data Sources: Tableau

Strategy 1 Details	Reviews			
Strategy 1: Monthly rewards or treats for students with perfect attendance and additional supports for student instructional materials for daily lesson participation. Strategy's Expected Result/Impact: Increase students' daily attendance. Staff Responsible for Monitoring: Principal, APs, and Attendance Clerk. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: General Supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.058.24.801.058 - \$34,622.60, General Supplies - 185 SCE (Campus) - 185.11.6399.058.30.000.058 - \$8,871.14, Miscellaneous Operating Costs - 211 ESEA Title I Part A (Campus) - 211.11.6499.058.24.801.058 - \$4,349.40	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parents notification of students missing school, as well as education on the importance of attending school through parent classes, social media, and call outs. Strategy's Expected Result/Impact: Increased daily attendance. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, PEL, social media monitors, and webmaster. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Navarrete MS will conduct at least one fall and one spring attendance round up to reduce the number of habitual absentees and improve drop out rates. Strategy's Expected Result/Impact: Increased daily attendance. Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal, and Principal. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 1: Improve attendance rates through joint accountability of the parents and the campus in order to meet our 94% goal. Root Cause: Students do not feel connected to the school community and/or unmotivated to attend school regularly. Students who face personal or academic challenges are more likely to miss school.</p> <p>Prioritized Need 2: Attendance of parents is low in key meetings such as workshops, informational nights, and other academic events that hold potential for parents to actively participate in their student's education. Root Cause: Contributing factors to low parental involvement may be a lack of effective communication and awareness, limited understanding of the value of these events, conflicting schedules, and possible language barriers.</p>

Goal 4: CULTURE OF ACCOUNTABILITY: Navarrete Middle School cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Navarrete will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring all required community events are offered.

Evaluation Data Sources: Title 1 Crate, Panorama

Strategy 1 Details	Reviews			
Strategy 1: Navarrete will offer two community events per month on campus based on student, staff, and community requests. Strategy's Expected Result/Impact: Increased parent engagement on campus. Staff Responsible for Monitoring: Principal, APs, PEL, and Department Chairs. Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 4 - L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Navarrete will hold a Fall Festival at a time for the entire community to participate. Strategy's Expected Result/Impact: Increased parent and community engagement. 75% of clubs/athletics participate Staff Responsible for Monitoring: Principal, APs, PEL, Military Liaison, Campus Activity Co-Coordinaors Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Navarrete will hold a Parade of Nations in the Spring semester for students and families. Strategy's Expected Result/Impact: Increase cultural awareness among students, parents and community members to foster a more inclusive culture which will help diminish campus bullying. Staff Responsible for Monitoring: APs, Librarian, PEL, Military Liaison, and Principal. Title I: 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Navarrete MS will host monthly parent meetings and quarterly military events and parent workshops to include resources, instructional supplies, and technology supports. Strategy's Expected Result/Impact: Increase student awareness and understanding of our campus core values. It will also help the community and stakeholders to acknowledge and appreciate our military/veteran population. Staff Responsible for Monitoring: Principal, military liaison and PEL. Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2 Funding Sources: Technology Equipment / PEL - 211 ESEA Title I Part A (Campus) - 211.61.6395.058.24.801.058 - \$1,000, General Supplies - 211 ESEA Title I Part A (Campus) - 211.61.6399.058.24.801.058 - \$1,500, Miscellaneous Operating Costs - 211 ESEA Title I Part A (Campus) - 211.61.6499.058.24.801.058 - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Navarrete MS will promote Military & Family Life Counseling Services. Strategy's Expected Result/Impact: MFLC counselors will provide support students and their families with confidential counseling.	Formative			Summative
	Oct	Jan	Mar	June

Staff Responsible for Monitoring: Principal, APs, military liaison, PEL, and counselors. Title I: 2.6 - TEA Priorities: Improve low-performing schools Prioritized Needs: L5 Equity by Design (Demographics) 2				
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0% No Progress

100% Accomplished

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Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 4: Although the campus is actively collecting feedback from teachers and parents, the challenge lies in the limited utilization of student feedback as a resource to drive campus-wide improvements. Root Cause: Decision-makers lack awareness of the significant impact that incorporating student feedback can have driving positive changes.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: Attendance of parents is low in key meetings such as workshops, informational nights, and other academic events that hold potential for parents to actively participate in their student's education. Root Cause: Contributing factors to low parental involvement may be a lack of effective communication and awareness, limited understanding of the value of these events, conflicting schedules, and possible language barriers.
L5 Equity by Design (Demographics)
Prioritized Need 2: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues, such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities students without these barriers typically benefit. Root Cause: Due to outside barriers, such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-tiered System of Support to address the issues preventing economically disadvantaged students from being successful.

Goal 5: EQUITY BY DESIGN: Navarrete Middle School champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Navarrete Middle School will foster equitable access to opportunities as measured by an increase in the percent of underrepresented middle school students who complete high school credits.

Emer. Bil. Alg. 1 (45% to 60%)

SPED Alg 1 (0% to 20%)





Emer Bil. LOTE (0% to 30%)

HB3 Goal

Evaluation Data Sources: TELPAS Composite, Master Schedule, STAAR scores, AP Spanish scores

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers professional development on sheltered instructions methods to support EB and SPED students in coteach classes. Strategy's Expected Result/Impact: Increase student performance and improve language development Staff Responsible for Monitoring: Principals, CTCs, APs, LPAC clerk, SpEd Coach Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide training of research-based practices for EB and SPED in both workshop and professional development Friday PLCs. Strategy's Expected Result/Impact: improve academic performance and linguistic development Staff Responsible for Monitoring: Principal, APs, CTCs, LPAC clerk, SpEd Coach Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide training of differentiation, accommodations, and modifications to support and accurately differentiate for students. Strategy's Expected Result/Impact: Increase knowledge for teachers; appropriate accommodations for students; improved TTESS Staff Responsible for Monitoring: SPED coaches, CTCs, APs, Department Chairs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase retention in AP Spanish through the entire cycle (Spanish II, III, IV) Strategy's Expected Result/Impact: More students obtaining high school credit and participating in AP Spanish testing Staff Responsible for Monitoring: Principal, Counselor, LOTE dept. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:





L2 Academic Excellence (Student Achievement)
Prioritized Need 1: There is a lack of consistent sheltered instruction supports across the campus hindering learning for students, particularly students who are emergent bilingual. This results in unequal access to educational content and limits students' ability to fully engage in classroom activities and discussion. Root Cause: Teachers need adequate training on effectively supporting bilingual students specifically with strategies that promote language acquisition, and they must adapt their teaching methods. There is also limited collaboration among teachers to share best practices, such as strategies and ways to align curriculum materials and assessments to the proficiency levels of EB students.
L5 Equity by Design (Demographics)
Prioritized Need 1: Given 40% of our student population is identified Emergent Bilingual, we need to ensure our school and staff are properly equipped to support our EB students' access to the same programs and instruction as non-emergent bilingual students. We have a need for highly effective language supports services. Root Cause: Campus teachers working with Emergent Bilingual students in the classroom lack training on the latest research-based strategies and methodologies for supporting their Bilingual students. We need updated resources, strategies, and programs to adequately prepare teachers to effectively teach Emergent Bilingual students.
Prioritized Need 2: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues, such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities students without these barriers typically benefit. Root Cause: Due to outside barriers, such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-tiered System of Support to address the issues preventing economically disadvantaged students from being successful.

Goal 5: EQUITY BY DESIGN: Navarrete Middle School champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Navarrete Middle School will foster equitable access to opportunities and eliminating barriers as measured by an reduction in the percentage of longterm Emergent Bilingual on TELPAS composite from 30% to 19% as well as reduce the number of EBs achieving Intermediate to Advanced on TELPAS Reading from 14% to 7%.

Evaluation Data Sources: TELPAS Composite Scores

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional support for emergent bilingual, L section, teachers and staff. Strategy's Expected Result/Impact: Increased student participation and increased linguistic development Staff Responsible for Monitoring: Principals, APs, LPAC clerk, CTCs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Double-block RLA to support Emergent Bilingual growth for students. Strategy's Expected Result/Impact: Increase linguistic development and improve reading skills Staff Responsible for Monitoring: Principal, APs, CTCs, LPAC Clerk Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Emergent bilingual workshops for all teachers quarterly during campus professional development days. Strategy's Expected Result/Impact: Increase EB teachers instructional strategies and improve EB performance Staff Responsible for Monitoring: Principal, APs, CTCs, LPAC Clerk Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Communicate with stake holders about TELPAS Strategy's Expected Result/Impact: Increase community awareness of TELPAS Staff Responsible for Monitoring: Testing Coordinator, Assistant Principals, Teachers, LPAC clerk Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Emergent Bilingual Night for parents of dual language and emergent bilingual students Strategy's Expected Result/Impact: Increase stakeholder involvement Staff Responsible for Monitoring: Parent Liaison, ESL teacher, Principal, AP, CTC Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L5 Equity by Design (Demographics)
<p>Prioritized Need 1: Given 40% of our student population is identified Emergent Bilingual, we need to ensure our school and staff are properly equipped to support our EB students' access to the same programs and instruction as non-emergent bilingual students. We have a need for highly effective language supports services. Root Cause: Campus teachers working with Emergent Bilingual students in the classroom lack training on the latest research-based strategies and methodologies for supporting their Bilingual students. We need updated resources, strategies, and programs to adequately prepare teachers to effectively teach Emergent Bilingual students.</p> <p>Prioritized Need 2: A large, at-risk, economically disadvantaged student population indicates a need for targeted intervention programs that address issues, such as academic struggles, absenteeism, and social emotional challenges to ensure equitable access to programs and opportunities students without these barriers typically benefit. Root Cause: Due to outside barriers, such as limited resources, lack of family support/involvement, emotional and mental health issues, and language barriers, the school needs to establish a Multi-tiered System of Support to address the issues preventing economically disadvantaged students from being successful.</p>