



2026 – 2027

Campus Action Plan

Campus Name

Black Middle School

Principal Name

Kemuel De Castro

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Black Middle School serves 1,238 students across grades 6–8 with approximately 60 teachers.

Current MOY NWEA MAP performance reflects strong overall achievement but highlights the need for acceleration toward Meets and Masters performance for all student groups:

Math: 65th Percentile

Reading: 66th Percentile

Science: 71st Percentile

Emergent Bilingual students require increased language acquisition support and academic vocabulary development to improve TELPAS growth and academic outcomes in all content areas.

Students receiving Special Education services require stronger alignment between instructional delivery, accommodations, IEP implementation, and progress monitoring systems.

Achievement gaps continue to exist between student subgroups, particularly among African American, Hispanic, Emergent Bilingual, and Special Education students.

Student writing performance in short and extended constructed responses requires improvement across all content areas.

Additional focus is needed to ensure all students consistently meet projected growth targets on NWEA MAP and STAAR-aligned assessments.

Needs related to improving the quality of instruction

Teachers require continued coaching support in Planning and Instruction domains.

Lesson internalization and curriculum customization practices require stronger consistency across departments and grade levels.

PLC systems need tighter alignment around data analysis, student work analysis, and instructional rehearsal.

Teachers require additional support with differentiated instruction, scaffolding, and sheltered instruction strategies for Emergent Bilingual and Special Education students.

Student engagement strategies, including Multiple Response Systems (MRS), aggressive monitoring, and checks for understanding, require more consistent implementation.

Systems for targeted intervention, reteach, and progress monitoring require refinement to ensure all students demonstrate academic growth.

System evaluation (philosophy, processes, implementation, capacity)

At Black Middle School, our action plan is grounded in intentional systems that promote accountability, continuous improvement, and data-driven decision-making to accelerate student success.

Establishing Baseline Data: We begin by developing a clear understanding of our current performance across academic achievement, student growth, and school culture. This allows us to identify targeted areas of need and align our efforts to the standards and outcomes our students must meet and exceed.

Setting Measurable Goals: We prioritize clear, measurable goals that focus our work on high-impact areas. These goals ensure that every initiative—whether instructional, behavioral, or operational is directly connected to improving student outcomes and strengthening the overall learning environment.

Monitoring Implementation: Through consistent walkthroughs, collaborative planning, and ongoing professional learning, we closely monitor the fidelity of implementation. This ensures that our instructional strategies, interventions, and supports are executed effectively and with purpose.

Measuring Progress: We regularly analyze student data and instructional practices to determine our progress toward goals. This ongoing reflection allows us to celebrate growth, identify gaps, and maintain a strong focus on continuous improvement.

Making Strategic Adjustments: When data indicates a need for change, we respond with urgency and intention. By refining our strategies and supports, we remain agile and responsive ensuring that we meet the evolving needs of our students and continue moving toward excellence.

Together, these processes reflect our commitment to creating a high-performing school where every decision is driven by purpose, every action is aligned to impact, and every student is positioned for success.

Campus Action Plan Template

Key Action 1

Briefly state the specific goal or objective

Improve staff capacity.

Indicators of Success

Measurable results that describe success

- By January 2027, 70% of teachers will earn an average SPOT observation score of 10 or higher in Instruction. This percentage will increase to 85% by May 2027.
- By January 2027, 75% of teachers will score 2 or higher in Planning on SPOT observations. This percentage will increase to 90% by May 2027.
- By January 2027, the average IRT score between IRT 1 and IRT 2 will be 13. By May 2027, the average IRT score for the year will be 14.5.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Train and calibrate staff on definition of success in each component of the SPOT rubric. Conduct daily instructional walkthroughs and weekly SPOT observations focused specifically on Planning and Instruction indicators, providing actionable feedback within 24 hours.
- Facilitate weekly PLCs and instructional planning meetings that emphasize lesson internalization, alignment between Learning Objectives and Demonstrations of Learning, and the use of rigorous student tasks aligned to TEKS.
- Lead weekly calibration walks with the instructional leadership team using the SPOT rubric and IRT
- look-fors to ensure consistency in coaching, scoring, and instructional expectations across all classrooms. Develop individualized coaching plans for teachers scoring below proficiency in Planning and Instruction, including targeted support cycles, modeling, rehearsal (“At Bats”), and follow-up observations.
- Monitor campus-wide instructional trends through SPOT and IRT data analysis during weekly leadership meetings and adjust professional development, intervention supports, and instructional priorities based on identified gaps.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Participate in weekly PLCs focused on lesson internalization, exemplar development, student work analysis, and backward planning aligned to grade-level standards.
- Implement daily instructional practices aligned to SPOT expectations, including Multiple Response Strategies (MRS), aggressive monitoring, checks for understanding, and real-time instructional adjustments.
- Utilize planning protocols to ensure all lessons include aligned Learning Objectives, Demonstrations of Learning, differentiated supports, and rigorous student tasks prior to instruction.
- Participate in instructional rehearsals (“At Bats”), peer observations, and coaching conferences to refine delivery, questioning strategies, pacing, and student engagement techniques.
- Analyze student performance data from DOLs, common assessments, and classroom tasks weekly to identify misconceptions and plan targeted reteach and intervention aligned to instructional goals.

Key Action One			
Staff Development	Who: Leaders and Teachers		
	What: Targeted PLC and Lesson Internalization.		
	When: Weekly PLC		
	Where: PLC Room		
Budget	Proposed Item	Description	Amount
	Staff Development	Embedded PD and PLC	0
	Materials/resources	Lesson Materials and Writing Utensils	0
	Purchased services	None	0
	Other	NA	0
	Other	NA	0
	TOTAL		0
	Funding Sources: Campus Allocation		

Key Action 2

Briefly state the specific goal or objective

Improve Emergent Bilingual accountability.

Indicators of Success

Measurable results that describe success

- By January 2027, 65% of Emergent Bilingual (EB) students will meet their projected growth targets on NWEA MAP Reading. This percentage will increase to 75% by May 2027. By Spring 2027, 70% of EB students will increase at least one proficiency level on TELPAS composite scores compared to Spring 2026 results.
- By January 2027, 75% of teachers serving EB students will score a 12 or higher on SPOT observations. This percentage will increase to 90% by May 2027.
- 100% of ELA teachers will have monthly EB progress data per student with 50% of students showing growth in each domain by December 2026.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly walkthroughs and SPOT observations focused on language objectives, student academic discourse, and implementation of ELPS-aligned instruction.
- Facilitate weekly PLCs and professional development sessions focused on differentiation, scaffolding, academic vocabulary, and strategies that support language acquisition in all content areas.
- Monitor Summit K-12 implementation and student progress weekly to ensure EB students are consistently engaging in targeted language development activities.
- Lead data meetings after TELPAS checkpoints, MAP assessments, and common assessments to identify trends, monitor growth, and determine intervention needs for EB students.
- Provide targeted coaching and modeling for teachers on implementing multiple response strategies (MRS), structured student talk, writing supports, and aggressive monitoring to improve student engagement and language production.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement daily opportunities for EB students to engage in listening, speaking, reading, and writing activities aligned to lesson objectives and ELPS standards.
- Utilize scaffolds such as sentence stems, visuals, anchor charts, vocabulary supports, and structured discourse protocols to increase comprehension and academic language development.
- Incorporate Multiple Response Strategies (MRS) and collaborative learning structures every 3–5 minutes throughout instruction to increase student engagement and language output.
- Monitor and track student progress using TELPAS data, Summit K-12 progress monitoring, DOLs, and common assessments to provide targeted interventions and instructional adjustments.
- Participate in PLCs, instructional rehearsals (“At Bats”), and coaching cycles focused on improving instructional practices for Emergent Bilingual students and increasing rigor with language supports.

Key Action Two			
Staff Development	Who: Leaders and Teachers		
	What: Targeted PLC and Lesson Internalization.		
	When: PLC and Staff Trainings		
	Where: Campus		
Budget	Proposed Item	Description	Amount
	Staff Development	Provide intentional, data-driven staff development focused on improving instructional practices, language supports, and compliance measures to increase Emergent Bilingual student achievement and accountability outcomes.	0
	Materials/resources	Emergent Bilingual instructional frameworks and language support tools. Student assessment and progress-monitoring data reports. Curriculum-aligned instructional resources and manipulatives.	0
	Purchased services	NA	0
	Other	NA	0
	Other	NA	0
	TOTAL		0
	Funding Sources: Campus		

Key Action 3

Briefly state the specific goal or objective

Improve SPED Accountability

Indicators of Success

Measurable results that describe success

- By January 2027, 100% of ARDs, IEPs, progress monitoring documentation, and compliance requirements will be completed on or before district and state deadlines. This percentage will remain at 100% through May 2027.
- By January 2027, 100% of classrooms serving students receiving Special Education services will demonstrate documented implementation of accommodations and modifications as evidenced through walkthroughs, service logs, and PowerSchool documentation. This percentage will remain at 100% by May 2027.
- By May 2027, 70% of students receiving Special Education services will meet or exceed their projected growth targets on NWEA MAP Reading and Math assessments.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct monthly audits of ARDs, IEPs, accommodations, progress monitoring documentation, and service logs to ensure compliance with district and state requirements.
- Facilitate weekly collaboration meetings between Special Education teachers, co-teachers, and general education teachers focused on instructional planning, accommodations, and student progress monitoring.
- Provide ongoing professional development and coaching on differentiated instruction, specially designed instruction, accommodations, modifications, and SPOT instructional expectations for SPED classrooms.
- Develop and maintain campus systems for tracking compliance deadlines, student progress toward IEP goals, and instructional implementation to ensure accountability across all departments.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement all accommodations and modifications outlined in student IEPs consistently during instruction, assessments, and classroom activities.
- Maintain accurate and timely documentation of accommodations, service logs, progress monitoring data, and instructional supports in district platforms.
- Participate in weekly PLCs and collaboration meetings to analyze student data, align instructional supports, and plan differentiated lessons for students receiving Special Education services.
- Utilize scaffolds, structured supports, aggressive monitoring, and targeted intervention strategies to ensure SPED students can access rigorous grade-level instruction. Monitor and track student progress toward IEP goals and academic growth targets regularly, adjusting instructional strategies based on formative and summative assessment data.

Key Action Three			
Staff Development	Who: Leaders and Teachers		
	What:		
	When: PLC and Staff Training/Development		
	Where: Campus		
Budget	Proposed Item	Description	Amount
	Staff Development	Provide targeted staff development focused on strengthening SPED compliance, instructional accommodations, progress monitoring, and data-driven practices to improve accountability outcomes and student success for Special Education students.	0
	Materials/resources	IEP Documents and best practices and strategies for SPED students.	0
	Purchased services	NA	0
	Other	NA	0
	Other	NA	0
	TOTAL		0
Funding Sources: Campus			

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve Campus Culture.

Indicators of Success

Measurable results that describe success

- By January 2027, staff attendance will increase to 95%, and this percentage will increase to 97% by May 2027.
- By January 2027, 80% of staff members will respond positively on the campus culture survey regarding instructional support, communication, and leadership effectiveness. This percentage will increase to 90% by May 2027.
- By May 2027, 90% of students and families will report a positive school experience through campus climate surveys, family engagement feedback, and participation data.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly culture walks focused on student engagement, hallway expectations, classroom climate, and implementation of campus behavior systems.
- Facilitate monthly staff recognition activities and intentional appreciation systems that promote morale, collaboration, and a positive professional culture.
- Organize and implement family engagement events each semester focused on student achievement, attendance, behavior expectations, and campus-community partnerships.
- Provide consistent communication and feedback systems for staff, students, and families through weekly updates, listening tours, climate surveys, and follow-up action plans.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Monitor and support student attendance by communicating regularly with families and participating in attendance intervention efforts for at-risk students.
- Implement campus behavior expectations consistently and reinforce positive student behavior through classroom incentives and recognition systems.
- Participate actively in campus culture initiatives, professional development, staff recognition activities, and family engagement events.
- Maintain positive communication with families regarding student progress, behavior, attendance, and academic success through calls, emails, conferences, and campus communication platforms.

Key Action Four			
Staff Devel.	Who: Leaders and teachers.		
	What: Provide ongoing staff development focused on restorative practices, culturally responsive teaching, positive behavior supports, and relationship-building strategies to strengthen campus culture, student engagement, and a positive learning environment.		
	When: PLC and Staff Training		
	Where: Campus		
Budget	Proposed Item	Description	Amount
	Staff Development	Provide ongoing staff development focused on restorative practices, culturally responsive teaching, positive behavior supports, and relationship-building strategies to strengthen campus culture, student engagement, and a positive learning environment.	
	Materials/resources	Reading materials about improving campus culture.	
	Purchased services	NA	
	Other	NA	
	Other	NA	
	TOTAL		
Funding Sources: Campus			