



2026 – 2027

Campus Action Plan



Campus Name

Navarro Middle School

Principal Name

Juan F. Batrez

Campus Action Plan Need Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

The student achievement data indicates that Navarro Middle School has functioning instructional and intervention systems that are producing measurable student growth; however, the rate of acceleration remains inconsistent across content areas and student groups.

Across NWEA Math, Reading, and Science reports, students demonstrated positive academic movement, suggesting that foundational instructional systems are in place and capable of producing growth. However, performance trends revealed important differences between content areas.

Reading emerged as the clearest academic vulnerability across the campus, particularly among subgroup populations. While overall Reading growth was positive, achievement acceleration remained substantially weaker than Science, and subgroup students remained significantly below general population performance levels. This suggests that literacy acceleration, academic language development, and comprehension processing remain critical student achievement needs.

Math data similarly demonstrated measurable growth, but subgroup students continued to accelerate at a slower pace than their peers, indicating that achievement gaps remain persistent and that current intervention systems are not yet producing the level of acceleration necessary for rapid gap closure.

Science performance represented a relative strength, particularly because students demonstrated stronger growth and subgroup accessibility in structured, scaffolded instructional environments. This suggests that students can succeed in rigorous academic settings when instructional access is intentionally designed.

Overall, the student achievement data suggests several key needs:

- Accelerated literacy growth, particularly in Reading
- Stronger subgroup acceleration for Emergent Bilingual and Special Education students
- Closing persistent achievement gaps between general and subgroup populations
- Increased academic language development and literacy-processing support
- More intentional use of student achievement data to drive instructional adjustments and targeted interventions
- Greater consistency in intervention implementation to improve yearlong academic acceleration

Needs related to improving the quality of instruction

Instructional data indicates that Navarro Middle School has established many foundational instructional systems, but the next phase of improvement requires deeper instructional refinement, stronger cognitive rigor, and more consistent implementation of high-quality instructional practices.

The clearest instructional theme across IRT walkthroughs, Spot observations, and cross-content academic performance data was that participation systems are stronger than deep processing systems.

Classrooms increasingly demonstrate:

- active student participation
- engagement opportunities
- objective-driven instruction
- visible scaffolds
- grade-level instructional delivery
- classroom culture systems

However, deeper instructional analysis revealed recurring gaps in:

- academic discourse quality
- conceptual reinforcement
- annotation implementation
- rigorous writing opportunities
- academic language production
- use of student responses to deepen learning
- structured cognitive processing

IRT longitudinal analysis showed clear instructional growth across the year, with the campus progressing from foundational implementation toward stronger instructional consistency.

However, even as instructional scores improved, the weakest indicators remained annotation quality, rigorous discourse, and deeper cognitive processing.

Reading and subgroup performance data reinforced this instructional narrative, suggesting that students are participating in instruction but not consistently engaging in the level of rigorous literacy processing necessary for accelerated achievement.

Key instructional needs include:

- Strengthening rigorous cognitive processing across all classrooms
- Improving academic discourse and structured student discussion
- Increasing high-quality writing opportunities tied to lesson objectives
- Improving annotation systems and literacy-processing routines
- Strengthening conceptual reinforcement and teacher “stamping” of key learning
- Improving instructional precision during intervention blocks
- Increasing the quality of differentiation and scaffold implementation
- Strengthening co-teaching instructional execution for Special Education students
- Ensuring students consistently engage in deeper thinking rather than surface-level participation

System evaluation (philosophy, processes, implementation, capacity)

The broader systems analysis suggests that Navarro Middle School possesses many foundational structures and internal capacity for success, but organizational inconsistency remains one of the most significant barriers to sustainable improvement.

Across intervention systems, staff feedback, and implementation reviews, the recurring challenge was not absence of systems, but inconsistent execution, unclear expectations, and uneven operational coherence.

Staff feedback repeatedly surfaced concerns around:

- unclear implementation systems
- inconsistent accountability structures
- reactive operational decision-making
- uneven communication
- lack of system predictability
- inconsistent behavior responses
- unclear intervention tracking systems
- implementation variability between teams

The intervention analysis revealed that the strongest student outcomes occurred when systems were:

- proactive
- tightly monitored
- consistently reinforced
- and clearly structured

However, intervention urgency and implementation often increased later in the year, suggesting that some systems remain reactive rather than institutionalized.

The needs assessment also suggests that campus improvement efforts may benefit from stronger alignment between instructional priorities and organizational systems. While the campus has demonstrated the ability to build foundational structures, long-term sustainability will depend on reducing variability and increasing implementation reliability.

Key systems needs include:

- Greater organizational coherence and implementation consistency
- Clearer campus-wide expectations and operational systems
- Stronger progress monitoring and accountability structures
- More proactive intervention implementation rather than reactive urgency
- Improved communication systems and leadership alignment
- Stronger professional learning systems tied to observed needs
- More consistent behavior support and student accountability systems
- Improved safety and operational procedure consistency
- Better systems for supporting implementation fidelity across teams
- Institutionalizing strong practices so success is not dependent on individual leaders or teams

Campus Action Plan Template

Key Action One

Key Action 1

Improve the quality of Instruction during Intervention Time (LSAE)

Indicators of Success

Measurable results that describe success

- During the month of December 2026, the campus average for Spot scores for LSAE instruction will meet or exceed 10.5. By the end of the academic year, Spot scores for LSAE instruction will meet or exceed 12.0
- By the end of May 2027, the percentage of LSAE teachers who score 7.5/13 or higher in the Instructional section of the Spot form will increase from 50% at MOY to 70% at EOY, as measured by the monthly average Spot score.

Specific Actions - School Leaders

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

- Conduct calibration walks in mid-August and early September focused exclusively on LSAE blocks, ensuring all leaders are aligned on what excellence looks like in the Instructional section of the spots during interventions.
- Assign each leader at least three LSAE spot observations weekly, including one Learning Coach, and ensure feedback is delivered within 24 hours.
- Spot check weekly lesson plan submissions via the BPP to assess and provide feedback on LSAE plans
- Guide teachers using formative DOL data to plan targeted LSAE that is aligned to the students' needs.
- Streamline LSAE push-out expectations, including guidance with specific groups and students not showing growth as identified by NWEA.
- Leveraging classroom support personnel during LSAE blocks, including SPED teachers, Teacher Apprentices and ELDIs.
- Outline and hold teachers accountable to Extended LSAE Friday expectations

Specific Actions - Staff

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

- To address identified gaps, plan and deliver targeted LSAE **lessons** incorporating scaffolds, engagement strategies, and making connections.
- Participate in weekly PLCs with an intervention lens, coming prepared with DOL data, reteach plans, and reflections on previous LSAE effectiveness.
- Implement real-time Monitor & Adjust strategies (e.g., circulating with a purpose, aggressive monitoring, adjusting grouping i.e. green zone) during LSAE.
- Attend and actively engage in biweekly Teacher Workshop sessions focused on intervention best practices.
- Reflect and apply feedback from spot observations focused on LSAE, including making specific instructional adjustments as needed.

Celebrate and share LSAE success stories and strategies during PLCs or with your administrator to be included in the campus newsletter when highlighted.

Key Action One

Staff Development

Who: All teachers, instructional coaches, learning coaches and administrators

What:

Intervention: Purpose of Second Teach & how to structure it using DOL formative data

Regroup and Green Zone during Second Teach

Using Engagement Strategies in Second Teach

Spot Rubric Deep Dive: Instructional section specifically in Second Teach

Aggressive Monitoring & Real-Time Adjustments

Peer to Peer: Expectations for Second Teach walkthroughs and feedback culture

When: August PD, monthly refresher, PLCs

Where: Library and PLC Room

Budget

Propose Item

Description

Amount

Staff Development

NES alignment

N/A

Material/resources

NES Material

N/A

	Purchase services	None or NES	N/A
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action Two

Key Action 2

Improve the Quality of Instruction on Engagement Strategies (Listening/Speaking/Writing)

Indicators of Success

Measurable results that describe success

- By December 2026, **50% of teachers** will score **at least a 1 (Mostly Effective)** on *Engagement Strategies (Listening and Speaking)* on the spot observation form, as measured by **weekly spot observation data tracking**
- By May 2027, during spot observations, **80% of classrooms** will demonstrate **at least one structured engagement strategy** (e.g., Turn & Talk, Ink-Pair-Share) that is **aligned to the lesson objective**, with **100% of students actively participating**, as measured by leader observation notes and trackers.
- By **May 2027**, **≥80% of classrooms** will provide students with **at least 3 meaningful, objective-aligned “at-bats”** (speaking and/or writing opportunities) within a single lesson, as measured by **weekly spot observations and time-stamped observation scripting**, with each at-bat requiring **student thinking beyond one-word responses**.

Specific Actions - School Leaders

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

- Facilitate **leader calibration sessions weekly** (APs/ELDs) using videos or live observations to ensure **scoring consistency** on engagement.
- Conduct **weekly spot observations for 100% of teachers** with a specific focus on: student engagement and participation
- Deliver **same-day feedback** after each spot observation, including: 1 bite-sized praise tied to engagement and **1 clear action step (polish)** aligned to the spot form indicator
- Prioritize teachers scoring **0 or 0.5** for **weekly coaching cycles** (plan → rehearse → observe → feedback).

- Model **strong engagement strategies** (e.g., Write–Pair–Share, accountable talk)

Specific Actions - Staff

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

- Teachers will internalize lessons weekly with a deliberate focus on engagement, planning for at least two structured engagement strategies and a minimum of three objective-aligned at-bats that require students to speak and/or write. During lesson internalization, teachers will ensure that all engagement opportunities are directly aligned to the DOL and will anticipate likely student misconceptions in order to adjust instruction and supports in advance.
- Teachers will execute at least three structured engagement strategies in every lesson that require all students to actively think, speak, and/or write about content aligned to the lesson objective. These strategies will include HISD-aligned practices such as **Turn and Talk, Think-Pair-Share, quick response cards, and short constructed responses**, and will be implemented with clear directions, defined time frames, and built-in accountability so that all students are required to engage rather than relying on volunteer participation.
- Teachers will ensure high levels of student participation by actively monitoring engagement and requiring the majority of students to participate in speaking and/or writing tasks during each engagement opportunity. Teachers will utilize supports such as sentence stems, academic vocabulary, visuals, and strategic grouping to ensure access for all learners, while reinforcing and redirecting behavior to maintain a focused learning environment aligned to classroom culture expectations.
- Teachers will provide at least three meaningful at-bats within each lesson that allow students to practice, refine, and apply their understanding of the objective through both speaking and writing. Each at-bat will be intentionally aligned to the objective and designed to build toward mastery, requiring students to engage in meaningful, challenging content rather than simple recall.
- Teachers will monitor and adjust instruction throughout the lesson by circulating during engagement opportunities, listening to student discourse, and reviewing written responses in real time. Teachers will use student answers and questions to reinforce key learning points and address misconceptions, making immediate instructional adjustments to ensure students are progressing toward mastery of the objective.

Key Action Two

Staff Development

Who: All teachers, instructional coaches, learning coaches and administrators

What:

HISD/Navarro Ready Characteristics: Understanding expectations for readiness and classroom look-fors

NMS Backward Planning Protocol: Internalization process, anticipating misconception: scaffolding

High-Impact Engagement Strategies: When, why, and how to implement (with modeling and exemplars)

Lesson Internalization with Coaches/Admin: Using protocol, aligning objectives, planning CFUs and scaffolds

Knee-to-Knee Planning: Targeted support for lesson design and execution

Daily On-the-Spot Feedback Debrief: Mini check-ins for clarification or support on coaching notes, during Zearn time.

When: August PD, monthly refresher, PLCs

Where: Library and PLC Room

Budget

Propose Item	Description	Amount
Staff Development	NES alignment	N/A
Material/resources	NES Material	N/A
Purchase services	None or NES	N/A
Other		
Other		
TOTAL		
Funding Sources:		

Key
Action
Three

Key Action 3

Improve the implementation and effectiveness of Summit K12 to support language development for all Emergent Bilingual (EB) students.

Indicators of Success

Measurable results that describe success

- By **December 2026**, **≥80% of Emergent Bilingual (EB) students** will log into Summit K12 and complete **at least 45 minutes per week** of assigned, standards-aligned activities, as measured by **Summit K12 usage reports reviewed weekly**.
- By **May 2027**, **≥75% of EB students** will demonstrate **measurable growth in language proficiency** (listening, speaking, reading, and/or writing) as indicated by **Summit K12 progress monitoring data and performance reports**.
- By **May 2027**, **≥90% of teachers serving EB students** will consistently: Assign Summit K12 activities aligned to instructional goals, and monitor and respond to student progress weekly as evidenced by **lesson plans, Summit K12 reports, and leader observation/PLC artifacts**.

Specific Actions - School Leaders

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

- School leaders will establish clear expectations for Summit K12 implementation by defining non-negotiables for all teachers serving EB students, including a minimum of 30 minutes of weekly student usage, alignment of assignments to instructional objectives, and consistent progress monitoring. Leaders will communicate these expectations during staff meetings, PLCs, and written guidance, and will ensure all teachers understand how Summit K12 supports language development.
- School leaders will monitor Summit K12 usage and progress data weekly by reviewing platform reports to track student minutes, completion rates, and performance.
- School leaders will conduct weekly digital observations spot checks to ensure Summit K12 is being implemented with fidelity and aligned to instruction. During observations, leaders will look for evidence that Summit K12 activities are

purposeful, aligned to the lesson objective, and supporting language development, and will provide immediate feedback to teachers based on these observations.

- School leaders will facilitate weekly PLCs where teachers analyze Summit K12 student data, including usage, performance, and language development progress. During PLCs, leaders will guide teachers to identify trends, share effective practices, and plan targeted supports for EB students who are not demonstrating growth.

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Specific Actions - Staff

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

- Teachers serving Emergent Bilingual (EB) students will implement Summit K12 with fidelity by assigning and ensuring completion of at least 30 minutes of standards-aligned activities per week. Teachers will schedule dedicated time within their instructional block or intervention time to ensure consistent student access and engagement with the platform.
- Teachers will assign Summit K12 activities that are intentionally aligned to current lesson objectives and targeted language development needs in listening, speaking, reading, and writing. Assignments will be purposeful and connected to classroom instruction rather than used as isolated or filler activities.
- Teachers will actively monitor student progress on Summit K12 weekly by reviewing usage reports, completion rates, and performance data. Based on this data, teachers will identify students who are not meeting usage or performance expectations and implement targeted supports, such as small group instruction, re-teaching, or adjusted assignments.
- Teachers will ensure that students are meaningfully engaged while using Summit K12 by setting clear expectations for task completion, monitoring student work during platform use, and holding students accountable for quality responses. Teachers will reinforce the importance of effort and accuracy to support language development.
- Teachers will bring Summit K12 data, including student usage and performance, to weekly PLCs and participate in collaborative analysis to share best practices, identify trends, and plan targeted interventions for EB students who are not demonstrating expected growth.

Key Action Three			
Staff Development	Who: All teachers, instructional coaches, learning coaches and administrators		
	What:		
	Training on the NMS 5 Essential Scaffolds		
	Review and analysis of TELPAS results and classroom rosters		
	Training on Strategic Student Seating for EB support		
Staff Development	Training on Monitoring Summit K-12 usage and how to assign resources		
	Training on NMS Backward Planning Protocol with emphasis on proactive scaffolding		
	Deep dives into Monitor & Adjust and Engage & Deliver domains of the spot observation rubric		
	Modeling sessions on best practices for Monitor & Adjust and Engage & Deliver		
	Instructional Demo & Reflection Sessions on NES Thursdays		
Staff Development	TELPAS-aligned instructional planning and administering Mock TELPAS exams		
	Prep for Multilingual Family Night : Communication, presentations, student showcases		
	Prep for and follow-up from TELPAS Student Assembly ; set and post goals with students		
	When: August PD, monthly refresher, PLCs		
	Where:		
Budget	Propose Item	Description	Amount
	Staff Development	NES Alignment	N/A
	Material/resources	NES Material	N/A
	Purchase services	NES	N/A
	Other		
	Other		
	TOTAL		



Funding Sources:

Key Action Four

Key Action 4

Improve the quality of co-teaching instruction to ensure effective collaboration and increased student outcomes.

Indicators of Success

Measurable results that describe success

- By **May 2027**, co-teaching classrooms will demonstrate consistent, high-quality implementation of co-teaching practices, as evidenced by co-teacher spot observation data and improved student outcomes. At least **85% of co-teaching pairs** will earn a rating of **Proficient or higher** on the Co-Teacher Spot Observation form, with clear evidence that both teachers are actively delivering instruction, implementing a defined co-teaching model (e.g., parallel, station, or team teaching), and sharing responsibility for planning, instruction, and student support.
- Co-teaching practices will be consistently implemented across classrooms, as evidenced by **100% of co-teaching classrooms being observed at least twice per month** using the co-teacher spot observation tool.
- By **End of Year (EOY) 2027**, students in co-taught classrooms will demonstrate measurable academic growth from **Beginning of Year (BOY)**, as evidenced by **NWEA MAP data**, with at least **85% of students meeting or exceeding their projected growth targets** in reading and/or math. Additionally, **Special Education students** will demonstrate sustained progress toward their individual growth goals, as measured by NWEA reports and campus data analysis.

Specific Actions - School Leaders

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

- School leaders will establish and communicate clear expectations for high-quality co-teaching by defining non-negotiables aligned to the Co-Teacher Spot Observation tool, including the use of an intentional co-teaching model, active participation of both teachers during instruction, and shared responsibility for planning, delivery, and student support. Leaders will ensure all co-teaching pairs are trained on these expectations and understand what constitutes Proficient practice.
- School leaders will conduct frequent co-teacher spot observations, ensuring that 100% of co-teaching classrooms are observed at least twice per month. During observations, leaders will collect time-stamped evidence focused on teacher roles, use of co-teaching models, and student engagement, and will record data in a centralized tracker to monitor trends in implementation and identify areas of need.

- School leaders will facilitate structured co-planning by ensuring that co-teaching pairs have protected time weekly to internalize lessons together, define roles for each portion of the lesson, and plan for differentiation and scaffolds to support diverse learners. Leaders will review co-planning artifacts regularly to ensure alignment to instructional goals and effective use of co-teaching strategies.
- School leaders will lead data-driven PLCs where co-teaching teams analyze student performance data, including NWEA MAP results, to identify trends, monitor progress toward growth targets, and plan targeted instructional responses. Leaders will ensure that co-teachers use this data to adjust grouping, supports, and instructional strategies
- School leaders will progress monitor the effectiveness of co-teaching implementation by reviewing co-teacher spot observation data and student outcome data monthly, and will adjust coaching, professional development, and support structures to ensure that co-teaching practices lead to improved student engagement and academic growth.

Specific Actions - Staff

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

- Co-teaching pairs will engage in intentional weekly co-planning to internalize lessons, define clear roles and responsibilities, and select appropriate co-teaching models, aligned to the lesson objective. During planning, both teachers will ensure that instruction includes differentiation, scaffolds, and targeted supports to meet the needs of all learners, and that both teachers have active, meaningful roles throughout the lesson.
- Co-teaching pairs will implement instruction using clearly defined co-teaching models that ensure both teachers are actively engaged in delivering content, facilitating student learning, and monitoring progress. Teachers will avoid one-teacher dominance by sharing responsibility for instruction, student engagement, and behavior support, ensuring that both teachers are visible and actively contributing throughout the lesson.
- Co-teaching pairs will ensure that all students are actively engaged in objective-aligned tasks by incorporating structured engagement strategies, scaffolds, and differentiated supports. Both teachers will work collaboratively to monitor student participation and understanding, providing real-time support and adjustments to ensure equitable access to rigorous instruction for all students.
- Co-teaching pairs will monitor and respond to student learning throughout the lesson by circulating, observing student work, and engaging with students during instruction. Teachers will use student responses to identify misconceptions, reinforce key concepts, and adjust instruction in real time to support progress toward mastery.

- Co-teaching pairs will use student data, including NWEA MAP results and classroom assessments, to inform instructional decisions and targeted supports. Teachers will analyze data regularly to identify trends, group students strategically, and adjust instruction to ensure students are making progress toward their growth targets.

Key Action Four

Who: All teachers, instructional coaches, learning coaches and administrators

What:

Fidelity of IEP Implementation: How to embed accommodations/modifications into Tier small groups

PowerSchool Documentation: Logging accommodations & tracking SPED student progress

Reading & Math DOL Analysis: Using student work/data to plan targeted instruction during PLCs

Effective Co-Teaching Models: Roles, planning together, and monitoring IEP goals

Progress Monitoring & Service Logs: How to align data tracking with IEP goals

IEP Goal Alignment to NWEA & Daily Instruction: Planning for academic growth and monitoring progress

ARD Meeting Preparation: Roles, documentation needed, and how to present instructional data

Folder & Compliance Audit Readiness: EASYIEP dashboard monitoring, documentation, and audit protocol

SPED MAP Goal-Setting with Students: How to engage students in tracking and owning their NWEA progress

When: August PD, monthly refresher, PLCs

Where:

Bud
get

Propose Item

Description

Amount

	Staff Development	NES Alignment	N/A
	Material/resources	NES Materia	N/A
	Purchase services	NES	N/A
	Other		
	Other		
	TOTAL		
	Funding Sources:		