

2024-2025 Action Plan

Navarro Middle School

Alejandro Lopez, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs Related to Student Achievement

Upon analysis of the assessment data in Reading, Math, and Science, it's evident that student performance varies across ethnic groups. While some ethnic groups have demonstrated proficiency in these subjects, others show areas of concern. In Reading, for example, students of Hispanic and African American ethnicity have shown similar proficiency of 50% of students scoring below average scores, while students of AA scoring 8% at the High Level of NWEA compared to Hispanics having 4% scoring High in NWEA. Similarly, in Math and Science, there are disparities in achievement among different ethnic groups, with Hispanics outperforming others in Math. These findings underscore the importance of addressing achievement gaps and providing targeted support and resources to ensure equitable opportunities for all students, regardless of ethnicity. It also emphasizes the need for differentiating instruction as well as monitoring and adjusting teaching practices.

To address past shortcomings in meeting English Language Proficiency target goal, the school has used Summit K-12 throughout the school year. During the MOY ELD assessment window our findings show that 46% of students demonstrated growth in speaking, 35% of students grew in Listening, 21% of students grew in Reading and 19% of students grew in writing.

Needs related to improving the quality of instruction

There is a discrepancy at the campus level across contents on how various MRS strategies are effectively carried out, the frequency and impact that the implementation of strategies have on student learning outcomes. There is an increased need for core content teachers to have opportunities to observe other colleagues in action when executing particular strategies that are not frequently practiced within specific departments. Example: Math department teachers observe RLA department for structured TPS. Math department teachers model effective implementation of WBR for other content areas.

Instructional strengths seen at the campus level include the following: Implementation of MRS strategies including use of response cards in the elective classrooms, implementation of HISD curriculum with consistency in the Math and RLA classrooms, consistent alignment across all campus on alignment of LO and DOL, implementation of data tracking protocols including DOL data tracker and use of aggressive monitor tracker in all content area classrooms across grade levels 6th-8th. Progressive growth of 1st year teacher in the Science department, and the continuity of high quality instruction in 6th grade RLA/ 7th grade Math despite loss of staff members. Other instructional strengths include implementation of 22-23 school action plan sections including use of RDW in Math classrooms and RACE in the RLA classrooms, implementation of attendance action plan section and targeted supports for EB students.

Needs related to improving the quality of instruction (cont'd)

An instructional strength area amongst appraisers has been the engagement of all instructional leaders in multiple calibration opportunities at the campus level observing classroom instructional practices across all contents. Appraisers have been able to conduct calibrations, reflect on teacher practices, and create plans of action that are cohesive, aligned and individualized to teacher specific instructional needs in order to continue supporting strong instruction in the classroom.

In terms of spot observation feedback there is a need for appraiser calibration within each domain; language utilized in each domain needs to be aligned to the specific domain look-fors; we are not calibrated as an admin team. Our highest leverage domain would be focusing on the calibration of Domain 2 that is directly aligned to instructional needs. Appraisers at the campus level need to define the specific look-fors and language that will be explicitly used on Domain 2 reinforcement and refinement sections when providing teachers feedback.

In terms of the 3 IRT visits conducted on our campus relating to instructional practice, the following scores were earned in the months of November, February, and April. On the first IRT conducted in the month of November, we received a total score of 7.8 on the second IRT visit conducted in the month of February, we received a score of 7.38, and on the third IRT visit conducted in the month of April, we received a total point score of 9.67. Our most consistent score on all 3 IRT visits was in the area of domain 1, we consistently scored at a 2. Our highest need of improvement is in the area of domain 2, specifically authentic engagement, the use of MRS strategies throughout the lesson and appropriate instructional pacing.

Across the leadership team there is a need of consistent, purposeful, and actionable appraiser follow-up on coaching provided, spot form feedback, and teacher implementation of next instructional steps in order to improve the quality of instruction. Appraisers will set up follow up timelines that are communicated in a verbal and written manner.

System evaluation (philosophy, processes, implementation, capacity)

The evaluation of campus systems involved comprehensive crosswalks analyzing integrated systems critical to the effective functioning of educational institutions. By comprehensively evaluating these interconnected systems, the assessment aimed to identify strengths, areas for improvement, and opportunities for enhancement, ultimately supporting the overarching goal of advancing educational outcomes and fostering a culture of continuous improvement within the campus community. This encompassed a thorough assessment of various components, including leader development initiatives aimed at cultivating strong administrative leadership capable of fostering a positive learning environment. The new changes to the district cultural and instructional landscape made this school year a period of growth with new expectations, based on the new HISD core values.

Teacher professional development programs were scrutinized to ensure they effectively enhance educators' pedagogical skills and subject matter expertise, aligning with evolving educational standards and methodologies. Through the

System evaluation (philosophy, processes, implementation, capacity) cont'd

The system evaluation also delved into the efficacy of professional learning community processes, examining the extent to which collaborative structures facilitate teacher collaboration, curriculum development, and instructional improvement. The review resulted in the implementation of the Navarro MS Backwards planning process in all professional learning communities, to improve the lesson design process based on beginning with the learning objectives and learning goals as a catalyst for lesson construction. Data disaggregation methods were assessed to gauge their ability to extract meaningful insights from student performance data, enabling informed decision-making and targeted interventions to support individual student needs. Initially, campus-based assessments were used to evaluate student performance and progress. This data was replaced by analysis of NWEA MAP assessment data. These data points were used to determine academic tiering in Math, RLA and Science, student placement in specific in-school interventions and identify students who needed additional after-school tutorials.

Teacher and student attendance tracking systems were evaluated, assessing their accuracy and effectiveness in promoting regular attendance, a key determinant of academic success. A teacher attendance tracking system was implemented and review weekly through digital communication to improve teacher overall attendance. Student attendance was tracked through and reviewed daily by the Attendance Clerk and the campus Attendance Committee review Attendance weekly to identify students in need of additional parent communication and home visits. Campus attendance improved by 2.5 percentage point from the previous school year; although 6th grade attendance data was significantly higher initially, by the end of the school year, the difference between the grade levels was negligible.

Campus discipline policies and practices were analyzed to ensure they foster a safe and conducive learning environment while promoting restorative approaches to address behavioral issues. The campus reduced out-of-school and in-school suspension, in addition to a reduction in detention. Most notably, there was a significant reduction in mutual combat on campus.

The evaluation also encompassed an assessment of family engagement strategies, examining the extent to which schools effectively involve parents and guardians in their children's education through communication channels, family outreach programs, and involvement in decision-making processes. There is room for growth in this area. There were traditional activities at the start of the school year, including Open House, Math/Science Night, and Literacy Night, but there were no family activities in the 2nd Semester. The campus has an active food pantry which provides food to the community. There is a partnership with the Houston Astros and a few other community partners. With the reduction in force of the Wrap-Around Specialist there will need to be an increased focus on parent engagement opportunities on campus, and bolstering community partnerships.

School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Teachers will implement Tier 1 first-teach, high quality instruction with fidelity in order to increase student achievement for all students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <p>By the end of January 2025, students administered the MOY Math will grow from 246 students to 270 students, in Reading from 217 to 238 students and Science from 200 students to 220 students.</p> <p>By the end of May 2025, 75% of students administered the EOY NWEA in Reading, Math, and Science will grow at a minimum of 10 RIT points.</p> <p>By the end of January 2025, NMS will decrease the number of students who showed no growth in NWEA math from 170 to 153, in reading from 213 to 192, and in science from 221 to 198.</p> <p>By the end of December 2024, 66% of spot observation scores conducted by the Independent Review Team will be proficient or higher.</p> <p>By the end of May 2025, 83% of spot observation scores conducted by the Independent Review Team will be proficient or higher.</p>
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1) School leadership will provide ongoing professional development on HISD/Navarro Ready Characteristics. 2) School leadership will provide ongoing professional development on NMS backwards planning protocol. 3) School leadership will provide ongoing professional development on Multiple Response Strategies and proper strategy implementation. 4) School leadership will facilitate daily content professional learning communities focused on lesson internalization and demo lessons in addition to conducting independent knee-to-knee planning sessions with teachers. 5) School leadership will provide daily on-the-spot coaching and feedback twice to teachers once in

the a.m. and once in the p.m.

- 6) School leadership will provide teachers with ongoing written feedback on domains 1, 2, and 3 via spot observation forms.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- 1) All teachers will implement HISD/Navarro Ready Characteristics with fidelity.
- 2) All teachers will understand and implement NMS backwards planning protocol with fidelity.
- 3) All teachers will implement the use of Multiple Response Strategies throughout their lesson with fidelity .
- 4) All teachers will attend and participate in daily content PLCs.
- 5) All teachers will implement the feedback provided by their coach in-the-moment and via spot observations.

Key Action One:

Who: Administration

What: Provides ongoing professional development in HISD Ready Characteristics, NMS backwards planning protocol, and MRS Strategies.

When: August Preservice, PLCs, Faculty Meetings, Staff Development Meetings.

Where: cafeteria, library, classrooms.

Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources	Highlighters, 5X 8 index cards, whiteboards, dry erase markers, pencils, paper.	
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

KEY ACTION TWO	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Increase the performance of Emergent Bilingual students across all four domains that include listening, speaking, reading and writing.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By the end of May 2025, 50% of our students will grow by one composite level as indicated on TELPAS.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1) School leadership will provide ongoing professional development on high-leverage scaffolds that support Emergent Bilingual students. 2) School leadership will ensure during daily PLCs that teachers are embedding a minimum of one short constructed response card activity during their lesson for math, science, AOT, and social students. In RLA a minimum of two short constructed response card activities during the lesson design that are followed up with a Think-Pair-Share. 3) School leadership will require teachers in all content areas to embed the use of Leopard Annotations for every reading item assigned to students.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- 1) All teachers will embed scaffolds into their lessons that will allow Emergent Bilingual students to access the learning.
- 2) All teachers in science, math, social studies, and AOT will embed a minimum of one short constructed response card activity into their daily lesson. RLA teachers will embed a minimum of two short constructed response card activities followed up with a Think-Pair-Share into their daily lesson .
- 3) All teachers will model Leopard Annotations for every reading assignment activity. All students will be expected to implement Leopard Annotations.

Key Action Two:

Who: Administration

What: Provides ongoing professional development in sheltered instructional strategies, short constructed responses, and Leopard Annotations.

When: August Preservice, PLCs, Faculty Meetings, Staff Development Meetings.

Where: Cafeteria, Library, classrooms.

Bu dget	Proposed item	Description	Amount
	Staff development		

t	Materials/resources	Highlighters, 5X 8 index cards, whiteboards, dry erase markers, pencils, paper.	
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

KEY ACTION THERE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Successfully implement NES principles and practices with fidelity.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By the end of October 2024, the first NES Health Check on NES systems and structures will yield a score of Tier 2 or higher. • By the end of January 2025, the second NES Health Check on instructional practices will yield a score of Tier 2 or higher. • By the end of April 2025, the third NES Health Check on Student Outcomes will yield a score of Tier 2 or higher.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1) School leadership will internalize the NES culture playbook. 2) School leadership will monitor and implement systems and structures with fidelity. 3) School leadership will monitor instructional practices with fidelity. 4) School leadership will monitor student outcomes.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- 1) All teachers will follow the [HISD Daily Teacher Expectations Checklist](#) before the start of the day.
- 2) All teachers embed purposeful MRS Strategies throughout their lesson during daily content PLCs.
- 3) All teachers are providing Special Education students and Emergent Bilingual students with additional resources and accommodations available to them.
- 4) All teachers conduct laps during the DOL and grade in the moment and push out students on time to begin their LSAE time.

Key Action Three:

Who: Administration

What: Provides ongoing professional development in NES systems and practices.

When: August Preservice, PLCs, Faculty Meetings, Staff Development Meetings.

Where: Cafeteria, Library, classrooms.

Bu dget	Proposed item	Description	Amount
	Staff development		

t	Materials/resources	Highlighters, 5X 8 index cards, whiteboards, dry erase markers, pencils, paper.	
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

KEY ACTION FOR

Key Action *(Briefly state the specific goal or objective.)*
All students served under the special education program will demonstrate an increase in student achievement including attainment of academic performance annual goals and other individual unique goals outlined in the student’s IEP. The special education department will remain in compliance with all items regarding special education.

- Indicators of success** *(Measurable results that describe success.)*
- By the end of the professional development series in August 2024, 100% of campus stakeholders (teachers, special education personnel and campus leaders) will demonstrate an understanding of all special education student’s IEP, and be able to identify students served in the program, including familiarization of outlined individual student goals.
 - By the end of January 2025, 65% of special education students administered the MOY NWEA in Reading, Math, and Science will grow a minimum of five points on their RIT score. By the end of May 2025, 75% of students administered the EOY NWEA in Reading, Math, and Science will grow a minimum of ten points on their RIT score.
 - By the end of February 2025, the targeted folder review summary conducted by the OSES team will yield a result of a B or higher.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- 1) Special education department and school leadership will provide ongoing professional development centered on supports, accommodations, and high-leverage scaffolds that allow special education students to access the learning.
- 2) School leadership will monitor implementation of students IEP's when visiting classrooms that include learners serviced under the special education program; when providing on the spot coaching and feedback, school leadership will include high leverage actions for teachers within the feedback provided that support special education students .
- 3) School leadership and special education department chair will follow up with case managers every three weeks to monitor implementation of students IEP's in the classroom setting; this includes verification of accommodations provided for classroom activities and ensuring that this is being documented on Power-School gradebooks .
- 4) School leadership will monitor special education student outcomes on weekly DOL's in Math and RLA content areas and plan with teachers for specialized next steps during PLC's to target and support this student population.
- 5) Folder Reviews will be conducted by Special Education Department Chair in the Fall, Middle of Year, and End of the Year with feedback provided.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

1. Co-Teachers will provide In-Class Support on a weekly basis and document time spent in the Content Classes (based on Content Subjects assigned to) in Easy IEP under Service Log Hours.
2. All Special Education Teachers will monitor student progress and lack thereof.
3. General Education Teachers will follow student IEPs with fidelity.
4. General Education Teachers who provide services to students with Special Needs will input accommodations after each grade (in the comment section) in PowerSchool.
5. All Special Education Teachers will communicate with parents of students on their caseload to ensure student success. Discuss intervention.
6. All Special Education Teachers will provide General Education Teachers with a copy of each student's accommodations. General Education Teachers must sign the following: Accommodations Receipt (current year) and Relevant Portions of the IEP. These documents must be filed in each student's eligibility folder.
7. All Special Education Teachers will coordinate with the Special Education Department Chair when scheduling any ARD. All relevant ARD Committee members will be notified. Afterwhich, the date, time, and location will be created on Outlook and the Prior Written Notice will be created.
8. All Special Education Teachers will create draft IEPs 48 hours or more prior to the scheduled ARD meeting.
9. All Special Education Teachers will create goals via EasyIEP and Progress Report Cards based on timelines by HISD calendar. A copy of the Progress Report Card (for each grading cycle)

must be placed in the state folder. After ARD is held, gather signatures; Parent Response; Provide parent/guardian with copy of IEP document. If the parent is not present, send a copy home, and document on the Record of Communication page. A copy of the ARD document must be placed in the state folder.

10. Self-Contained Teachers: Input accommodations in PowerSchool.
11. Special Education Teachers will Attend the Special Education Department Meetings.
12. All Special Education Teachers will maintain State Folders in the following format:
 - A. Maintain State Folder-Organizational Chart available in the Special Education Office
 - B. Update Record of Communication Page
 - C. Update Procedural Safeguards Page
 - D. Cover Page for Current School Year (2024-2025)
 - E. Current IEP
 - F. Current Prior Written Notice
 - G. Progress Reports
 - H. Relevant Portions of the IEP
 - I. Student Schedules and Accommodations
 - J. Service Logs (Co-Teachers)
 - K. FIE
 - L. Consents

	Key Action Four:		
	Who: Administration and Special Education Department		
	What:		
	When: August Preservice, PLCs, Faculty Meetings, Staff Development Meetings.		
	Where: cafeteria, library, classrooms.		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		