

2025-2026 Action Plan - DRAFT



Marshall Middle School

Principal Jeff Bridgewater

CORE VALUES

- 1. All students can learn and reach their potential.**
- 2. Effective teachers make the most difference in student academic performance.**
- 3. For every child to succeed, we must hold students and ourselves to high expectations.**
- 4. We value parent engagement and community support.**
- 5. We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable.**
- 6. We value equity and commit to reducing inequities inherent in the education system**

School Action Plan: Needs Assessment

District philosophy and guiding framework:

Core Beliefs Vision Theory of Action

Needs related to student achievement data

Based upon NWEA MOY MAP data, Mathematics is an area of need -- the campus experienced increases in both growth and achievement on the NWEA Math assessment, but there is still room for additional student growth and achievement.

Based upon STAAR (23-24) data, DSA data (24-25) and daily DOL data (24-25), 8th Grade Science is an area of need.

Based on NWEA MOY MAP data, 7th Grade ELA (improving reading proficiency) will be a continued area of focus.

Needs related to improving the quality of instruction

Based on our IRT walks, domain 2 continues to be an area of development for Marshall Middle School.

(IRT Dashboard is currently unavailable/inaccessible to pull data from)

IRT #1 - 9.4

IRT #2 - 9.4

IRT #3 - 12.1

System Evaluation

The following systems are in need of refinement:

Currently, administrators provide daily/per period DOL data to teachers in order to inform LSAE instruction. Moving forward, we will develop a campus-wide protocol in which teachers will pull this data in the moment, assess the learning gaps, and respond to the data in real-time during the LSAE period.

We will also develop a planning system in which teachers will “preload” at-bats and questions for students based on misconceptions and in response to DOL data. Teachers should have a “bank” of these questions and at-bats that can be pulled out and utilized at any moment in order to guide instruction.

Additionally, we need to review systems around Utilizing Demo Days. While we experienced success and instructional growth as a result of Demo days, our goal is to maximize the effectiveness of the days. We will recalibrate our feedback protocols for the Demo Day sessions.

We experienced growth and student achievement within the 2 main subpops, but we will review and implement changes for our EB and SPED populations that will yield even greater outcomes for these groups.

We evaluate the systems based on philosophy, processes, implementation, capacity.

School Action Plan Template

KEY ACTION ONE

Key Action *(Briefly state the specific goal or objective.)*

Improve reading proficiency in 6th-8th grades on 2025-2026 Assessments.

Indicators of success *(Measurable results that describe success.)*

- By the end of the academic year, the percentage of students at Meets Grade Level and above on the Reading STAAR will increase to 44% for all grades.
- By June 2026, 44% of students will grow one level of Proficiency, defined as SY24-25 composite to SY25-26 composite on TELPAS. (Note: proficiency level goal may be provided at a later date by the Multilingual Department).

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

- Train teachers in writing across the curriculum with Short Constructed Responses in all core content.
- Implement MS NES schedule to support double blocking in ELA and dedicated Summit K12 time slot (NES model).
- Train teachers in the Science of Reading.
- Strengthen the ELA curriculum to better support time and experience with reading and writing, especially in social studies and science content—lesson internalization will be key in this. We will coordinate professional development sessions (campus based and district led) on campus to further internalize lesson plans and materials, as well as refine our lesson vetting and internalization process to be systematic and results-oriented.
- Provide on-going refresher for reading and writing progress each month during PD.
- **Coordination of district services: Principal and instructional leadership team will coordinate with district LIT team to schedule campus instructional walks with the intent of providing coaching and feedback for both teachers and instructional leaders on campus. Instructional leadership team will also coordinate opportunities for campus ELA teachers to observe and receive feedback from instructional leaders of other surrounding schools with similar demographics, with the intent of refining instructional practices within our ELA classrooms.**

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| | <p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Plan a daily SCR in ELAR from September through April • Provide feedback on SCR at least once a week • Ensure at least one ECR a month is implemented in ELA and related to either social studies or science grade-level content • Use the rubric provided by TEA to assess student SCR’s and ECR’s • Implement the consistent use of a response card for students' thinking to be recorded and reviewed |
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| | Key Action One: Improve reading proficiency | | |
| Staff Devel. | Who: Entire Instructional Staff | | |
| | What: Professional Development Sessions - Constructed Responses (ECR in ELA, ECR in other subject areas). | | |
| | When: Pre-service planning (August, before school year commences). Continuing monthly throughout the year. | | |
| | Where: Facilitated whole group (entire instructional staff) during August pre-service and facilitated through PLC (during school) and department meetings (after school) through the remainder of the school year. | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | |
| | Materials/resources | Response cards, copies of training materials | |
| | Purchased services | N/A | |
| | TOTAL | | |
| Funding sources: Designated as a NES campus. | | | |

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| KEY ACTION TWO | Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the quality of instruction through increasing staff capacity. |
| | Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none">● 50% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; the percentage will increase to 70% in May 2026.● Classroom teachers and staff (including Teacher Apprentices and Learning Coaches) will attend 90% of mandatory Professional Development sessions (both campus-based and district-sponsored), as evidenced by feedback surveys and staff sign-in sheets.● By the end of the 2025-2026 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. |
| | Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none">● Train teachers on the Instructional Readiness characteristics during summer orientation and professional development days.● Professional development is tied to Instructional Readiness characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, “first, good instruction,” differentiating instruction, and the use of technology to improve instruction● Train teachers on the HISD-specific student engagement strategies including but not limited to: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response, and Quick Response● Provide on-the-job coaching regularly (daily) and written feedback at least twice a month for every teacher using the District spot observation form● For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency● Train lead teachers on spot observation form and walk with lead teachers at least two classes a month to increase leadership lens |

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| | <p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● Implement strategies and techniques provided in PD to improve instruction. ● Reflect on instructional feedback and improve the delivery of instruction as appropriate. ● Conduct effective PLCs that focus on data and specific intervention strategies. ● All staff will use planning time once every six weeks to observe core content across the campus to gain insight into how they can improve their own instructional practices. ● Coordination of district services: Principal and instructional leadership team will coordinate with district LIT team to schedule campus instructional walks with the intent of providing coaching and feedback for both teachers and instructional leaders on campus. Leadership team will also coordinate with curriculum development team to create professional development opportunities for teachers on a monthly/bi-monthly basis (depending upon district coordinated PD opportunities), with the instructional team prescriptively designing and assigning PD opportunities to teachers based upon need, using data metrics to inform the decisions (NWEA data, spot scores, IRT scores). |
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| | Key Action Two: Improve the quality of instruction. | | |
| Staff Devel. | Who: Entire Instructional Staff | | |
| | What: Professional development sessions around the characteristics and expectations of High-Quality Instruction. Aligning instructional practices with campus/district expectations and the SPOT observation form. Will feature presentations, live at-bats, coaching and feedback. | | |
| | When: August pre-service and continuing throughout the school year. DEMO days. | | |
| | Where: Campus (August pre-service and PLC/department meetings throughout the year), as well as district-sponsored trainings throughout the school year. | | |
| Budget | Proposed item | Description | Amount |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | |

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04/08/2025

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| | Materials/resources | Response cards, copies of training materials, and district-provided PD material. | |
| | Purchased services | N/A | |
| | | | TOTAL |
| | Funding sources: Designated as a NES campus. | | |

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| KEY ACTION THREE | <p>Key Action <i>(Briefly state the specific goal or objective.)</i> Improve information literacy, critical thinking, and problem-solving.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● By January 2026, at least 60% of the students will have earned a proficient or higher score on the middle-of-year Art of Thinking exam. ● By June 2026, at least 75% of the students will earn a proficient or higher score on the end-of-year Art of Thinking exam. |
| | <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● Implement projects in AOT to support problem-solving projects, community service projects, and other service-oriented projects. ● Establish infrastructure and processes to track the success and growth of the AOT Course. ● Work with the assessment department to understand the BOY, MOY, and EOY assessments in Art of Thinking. ● Coordination of district services: Principal and instructional leadership team will coordinate with district leadership and curriculum to provide professional development to AoT teachers (both on campus PD and district sponsored PD) to ensure the facilitation of high quality instruction in AoT classes. Additionally, the instructional leadership team will invite members of the district LIT team to walk campus AoT classrooms and provide coaching and feedback on the instruction being delivered in these classrooms. |
| | <p>Specific actions – staff</p> <ul style="list-style-type: none"> ● Teachers facilitating Art of Thinking courses will attend and complete all mandatory and assigned training throughout the school year. ● Implement all requirements directly related to the AOT course. ● Train and build an understanding of the BOY, MOY, and EOY course assessment, including the type and style of questions, the content being tested within a timeframe, and how to prepare lessons that fully support student comprehension of the concepts taught. ● Use the provided curriculum. ● Use PLC to prepare the delivery of lessons before the first instruction. |

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| | Key Action Three: Improve student knowledge of information literacy, critical thinking, and problem-solving | | | |
| Staff Devel. | Who: Art of Thinking Teachers and Entire Instructional Staff | | | |
| | What: Professional development centric to increasing instructional capacity within Art of Thinking teachers. Professional development for entire staff centric to the principles and guiding philosophies of AoT, and how they can be integrated across all grade levels and content areas. | | | |
| | When: August pre-service and continuing throughout the school year (PLC and department meetings). | | | |
| | Where: Campus (August pre-service and PLC/department meetings throughout the year), as well as district-sponsored trainings throughout the school year. | | | |
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| Budget | Proposed item | Description | Amount | |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | | |
| | Materials/resources | Response cards, copies of training materials, and district district-provided PD material. | | |
| | Purchased services | N/A | | |
| | Other | N/A | | |
| | Other | | | |
| | TOTAL | | | |
| | Funding sources: Designated as a NES campus. | | | |

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| KEY ACTION Four | <p>Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the quality of special education instruction and compliance.</p> |
| | <p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> ● By the end of the 2025-2026 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews. ● Throughout the 2025-2026 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping. ● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool. ● By the end of the academic year, special education teachers spot scores will meet or exceed 10.0. |
| | <p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> ● Administration will ensure special education teachers receive at least 2 spots per month. ● Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns. (Course will be loaded in OneSource) ● Ensure special education teachers are utilizing Goalbook to create measurable goals. ● Work with the Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool. ● Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs. ● Coordination of district services: Principal and SPED Chair (Mrs. Lane) will collaborate with Winston Chambers (Director of SPED Services) to coordinate monthly reviews and audits of SPED folders, ensuring accuracy of folders and documentation, and compliance with all state and federal policies. Folders will be pulled randomly, and we will emulate the state audit process to ensure fidelity and accuracy of anticipated. |
| | <p>Specific actions – staff</p> <ul style="list-style-type: none"> ● Teachers will attend 100% of training offered to document the implementation of the IEP in PowerSchool. ● Teachers will attend 100% of ARD meetings to discuss the documentation of the IEP in relation to student goals. |

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| | Key Action Four: Improve the quality of special education instruction | | | |
| Staff Devel. | Who: Teachers and Entire Instructional Staff | | | |
| | What: Professional development centric to increasing the capacity to write quality IEP goals. | | | |
| | When: Campus PD days , PLC and department meetings | | | |
| | Where: Campus | | | |
| Budget | Proposed item | Description | Amount | |
| | Staff development | Materials and resources for staff professional development sessions facilitated throughout the school year. | | |
| | Materials/resources | Response cards, copies of training materials, and district district-provided PD material. | | |
| | Purchased services | N/A | | |
| | Other | N/A | | |
| | Other | | | |
| | TOTAL | | | |
| | Funding sources: Designated as a NES campus. | | | |