



2026-2027 Action Plan

Thurgood Marshall Elementary School

Marissa Ford, Principal

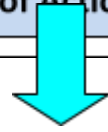
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

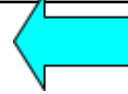
Vision

Theory of Action



Needs related to student achievement data

Parameters
and metrics
established by
the District



NWEA MAP Achievement Trends

Current Spring 2025-2026 MAP data indicates:

Math K-5 Overall

- Campus median percentile: 52nd percentile
- 27% of students scored in the 1st–20th percentile
- 16% scored in the 21st–40th percentile
- 16% scored in the 41st–60th percentile
- 26% scored in the 61st–80th percentile
- 15% scored above the 80th percentile

Reading Trends

- Grade 2 Reading achievement remains at the 24th percentile.
- Grade 3 Reading achievement increased to the 32nd percentile.
- Grade 4 Reading achievement increased to the 45th percentile.
- Grade 5 Reading achievement increased to the 48th percentile.
- Reading growth remains inconsistent in Grades 2–3.

Science Trends

- Grade 4 Science achievement increased to the 56th percentile.
- Grade 5 Science achievement increased to the 31st percentile.
- Grade 4 Science growth reached the 70th percentile.

Growth Trends

- Grade 5 Math growth reached the 81st percentile.
- Grade 4 Reading growth reached the 65th percentile.
- Grade 2 Math growth reached the 48th percentile.
- Early literacy and foundational math growth remain inconsistent in grades K–2.

TELPAS Trends

- TELPAS projected composite progress rate: 39%
- Campus is approximately two students away from meeting the 40% interim target.
- 20.6% of EB students scored Advanced or Advanced High.
- Significant opportunity exists to move Intermediate students to Advanced.

SPED Achievement Trends

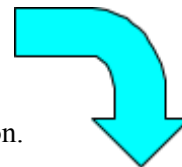
- SPED students continue to underperform in Reading and Math growth.
- Need for stronger inclusion support, accommodations implementation, and progress monitoring.
- Need for increased collaboration between general education teachers and SPED staff.

Campus Culture and Leadership Capacity Trends

- Need for increased consistency in classroom culture systems campus-wide.
- Need to strengthen leadership density through teacher leaders, model classrooms, and distributed leadership.
- Need to improve student attendance, urgency, and ownership of learning.
- Need to strengthen teacher retention and instructional consistency.
- Need for stronger systems of accountability and coaching implementation.

Needs related to improving the quality of instruction

- Increase Tier 1 instruction aligned to the HISD BIG 8 framework.
- Improve Domain 2 Engage & Deliver SPOT scores campus-wide.
- Strengthen lesson internalization and student discourse.
- Improve implementation of differentiation and accommodations.
- Increase use of data-driven instruction cycles.
- Increase rigor and student ownership during instruction.
- Improve small group instruction and intervention systems.
- Increase teacher calibration around high-quality exemplars.
- Improve leadership coaching systems and feedback implementation.



System evaluation (philosophy, processes, implementation, capacity)

- Improve systems for weekly data analysis and reteach cycles.
- Improve consistency in instructional walkthroughs and coaching feedback.
- Increase leadership visibility and instructional monitoring.
- Strengthen teacher leadership pipelines and succession planning.
- Improve campus-wide culture systems and restorative practices.
- Increase family engagement and communication systems.
- Improve MTSS and intervention implementation.

- Strengthen onboarding systems for new teachers.

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Marshall Elementary will increase student achievement in Reading and Math.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By January 2027, 75% of teachers will score a 8 or higher in Domain 2 Instruction on SPOT observations as evidenced by evaluative spots conducted by campus administration logged into the HISD Spot dashboard.. This percentage will increase to 90% by May 2027. • By Spring 2027, the campus Math MAP median achievement and or growth percentile will increase by 15% from BOY to EOY as evidenced by NWEA BOY to EOY MAP data. • By Spring 2027, Reading MAP achievement in grades 2–5 will increase by at least 15 percentile points campus-wide as evidenced by NWEA BOY to EOY MAP data. • By Spring 2027, 65% of students will meet projected growth targets on NWEA Reading and Math as evidenced by NWEA BOY to EOY MAP data. • By Spring 2027, the percentage of students scoring in the lowest quintile will decrease by 10% in Reading and Math as evidenced by NWEA BOY to EOY MAP data.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct weekly instructional walkthroughs aligned to the SPOT rubric and BIG 16 framework. • Provide weekly coaching cycles with actionable feedback for all teachers. • Implement campus-wide lesson internalization protocols during PLCs. • Facilitate monthly data meetings focused on intervention planning and student mastery. • Develop model classrooms and teacher leadership opportunities to strengthen leadership density. • Monitor DOL mastery and student work weekly to ensure instructional alignment and rigor. • Implement campus-wide systems for student discourse, engagement, and accountable talk. • Utilize IRT and SPOT data to identify trends and plan differentiated support.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Participate in weekly PLCs and lesson internalization meetings.
- Participate in Cohort intensive professional development
- Implement high-quality Tier 1 instruction aligned to sweet 16 expectations.
- Utilize student data to drive reteach and intervention cycles.
- Implement rigorous student discourse and active monitoring strategies daily.
- Maintain consistent classroom culture systems and high expectations.
- Utilize DOL data and assessment data to adjust instruction in real time.
- Participate in coaching cycles and implement feedback within 1–2 weeks.

Key Action One: Staff Development

Who: Leadership Team, Teachers, Teacher Apprentices, Interventionists

What: Instructional coaching, sweet 16 implementation, lesson internalization, data-driven instruction, student discourse, and SPOT calibration

When: Pre-service, weekly PLCs, monthly PD days, instructional rounds, cohort intensive and data meetings

Where: Marshall Elementary School

Key Action One: Budget

Proposed item	Description	Amount
Staff Development	Sweet 16 and SPOT training	
Materials/Resources	Instructional resources and exemplars	
Purchased Services		
Other	Teacher leadership development	
TOTAL		\$0

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Marshall Elementary will increase English language proficiency and literacy achievement for Emergent Bilingual students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By Spring 2027, the TELPAS composite progress rate will increase from 39% to 44% as evidenced by TELPAS ratings and results • By Spring 2027, the percentage of EB students scoring Advanced or Advanced High on TELPAS will increase from 20.6% to 30% as evidenced by year to year growth documented through TELPAS ratings. • By Spring 2027, EB student Reading achievement will increase by 10 percentile points on NWEA MAP from BOY to EOY as evidenced by NWEA MAP data. • By Spring 2027, at least 60% of EB students will meet projected growth targets in Reading NWEA MAP from BOY to EOY as evidenced by NWEA MAP data.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct at least two EB-focused walkthroughs weekly using the EB SPOT rubric. • Facilitate TELPAS calibration and data analysis sessions each grading cycle. • Provide professional development on language objectives, scaffolds, and designated supports. • Monitor implementation of differentiated instruction and accommodations. • Identify and monitor long-term EB students and students near proficiency growth targets. • Implement targeted interventions for Intermediate EB students. • Conduct monthly TELPAS progress monitoring meetings. • Ensure multilingual compliance systems are monitored and implemented with fidelity.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Implement daily language objectives and structured student discourse. • Utilize sentence stems, scaffolds, and language supports during instruction. • Analyze TELPAS and MAP Reading data to plan interventions. • Provide targeted small-group instruction for EB students. • Implement writing routines aligned to TELPAS expectations. • Monitor student language production during all content instruction. • Collaborate during PLCs to plan differentiated lessons and accommodations.

Key Action Two: Staff Development		
Who: Leadership Team, Teachers, Teacher Apprentices,		
What: TELPAS strategies, EB differentiation, literacy instruction, scaffolds, accommodations, and language acquisition strategies development, coaching and modeling.		
When: Monthly PD, PLCs, planning meetings, TELPAS calibration sessions		
Where: Marshall Elementary School		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff Development	TELPAS and EB instructional PD	0
Materials/Resources	Seidlitz resources and literacy supports	\$500
Other	Family literacy engagement resources	\$1500
TOTAL		\$2,000
Funding sources: Title 1, Family Engagement, Title III		

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Marshall Elementary will increase achievement and growth for SPED students in Reading and Math
	Indicators of success <i>(Measurable results that describe success.)</i>

KEY ACTION THREE	• By Spring 2027, SPED student Reading growth will increase by 10 percentile points as evidenced by NWEA MAP data • By Spring 2027, SPED student Math growth will increase by 10 percentile points as evidenced by NWEA MAP data. • By January 2027, 75% of SPED teachers will score a 8 or higher on Domain 2 Instruction on SPOT observations including but not limited to the sped inclusion, co-teach and specialty spot form as evidenced by evaluative spots conducted by campus administration logged into the HISD Spot dashboard.. This percentage will increase to 85% by May 2027. • By Spring 2027, 60% of SPED students will meet projected growth targets in Reading and Math as evidenced by NWEA MAP data
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Conduct monthly audits of IEP implementation and accommodations. • Align schedules and staffing to maximize inclusion support. • Conduct weekly walkthroughs focused on SPED instructional practices. • Facilitate collaboration meetings between SPED and general education teachers. • Monitor intervention implementation and student progress biweekly. • Provide coaching focused on accommodations, differentiation, and rigor rooted in the SPED specialty spot forms • Ensure progress monitoring data is updated weekly.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Implement accommodations and modifications with fidelity daily. • Utilize progress monitoring systems aligned to IEP goals. • Collaborate with SPED and intervention staff during PLCs. • Provide targeted small-group instruction and intervention support in self contained settings and engage in SPED Co teach with data driven inclusion practices aligned to the student’s IEP • Maintain documentation of accommodations and student progress. • Utilize student data to drive instructional adjustments. • Engage in PLC weekly with general education teachers • Participate in coaching cycles and SPED-focused PD.

Key Action Three: Staff Development
Who: SPED Teachers, General Education Teachers, Leadership Team

What: Inclusion practices, accommodations, differentiation, progress monitoring, and co-teaching systems

When: bi-weekly department meetings, weekly PLCs, weekly instructional coaching cycles

Where: Marshall Elementary School

Key Action Three: Budget

Proposed item	Description	Amount
Staff Development	SPED instructional PD	0
Materials/Resources	Progress monitoring systems	\$1,000
Other	Inclusion support resources	\$500
Other	Compliance monitoring tools	\$500
TOTAL		\$2,000

Funding sources: SPED Funds, Campus Budget