

2026-2027 Action Plan



Marshall Middle Academy of Fine Arts Principal Celisa Borom

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

CORE BELIEFS

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.

VISION & MISSION

We will be the school of choice for scholars and families that are committed to achieving excellence in the arts and academics. We are committed to developing 21st-century problem solvers & cultivating well-rounded scholars through personalized, authentic learning opportunities in a safe environment with the support of families and community partners.

THEORY OF ACTION

Marshall Middle Academy of Fine Arts believes that if leaders and teachers consistently implement the HISD NES instructional framework with fidelity through strong lesson internalization, SPOT-aligned instruction, and data-driven second teach practices, then student achievement outcomes in Reading, Mathematics, Science, and TELPAS will improve. Through intentional coaching, rigorous PLCs, Demo Days, and the strategic use of student answers, teachers will increase student engagement, cognitive lift, and mastery of grade-level content. As a result, all students, including Emergent Bilingual and Special Education students, will experience equitable access to high-quality instruction and accelerated academic growth.

Needs related to student achievement data

Marshall Middle School is projected to receive an “A” rating for the 2025-2026 school year, according to the TEA rating system.

- Based upon the 2025-2026 TELPAS Proficiency Assessment, our continued campus goal is for 44% of EB students to grow 1 proficiency level.
- Based upon NWEA MOY MAP data, 6th Grade & 8th Grade ELA (improving reading proficiency) will be a continued area of focus.
- Based upon NWEA MOY MAP data, 6th Grade - 8th Grade Math will be a continued area of focus.

Needs related to improving the quality of instruction

ROOT CAUSE: Based on our IRT Walks, Domain II (Instruction) continues to be an area of development for Marshall Middle School.

(IRT Dashboard reflects):

IRT #1 – 12.3

IRT #2 – 13.0

IRT #3 – 12.9

IRT #4 – 16.2

System evaluation (philosophy, processes, implementation, capacity)

The following systems need 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.

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Marshall MS.

- **DOL Data & LSAE:**
Marshall will implement a campus-wide protocol requiring teachers to analyze DOL data in real time and adjust LSAE instruction based on student misconceptions, supported through PLC calibration and a standardized data tracker.
- **Planning:**
Teachers will embed differentiated at-bats into lesson plans and utilize a shared TEKS-aligned question bank to proactively address common misconceptions.
- **Demo Days & EB/SPED Supports:**
Marshall will strengthen Demo Day coaching through timely, actionable feedback and improve EB and SPED outcomes by embedding targeted instructional supports, monitoring subgroup data, and providing focused professional learning.

Key Actions (Focus Areas)

- Improve reading proficiency in 6th-8th grades on the 26-27 TELPAS Assessment.
- Improve the quality of instruction through increasing staff capacity.
- Improve math proficiency in 7th grade on the NWEA MAP Middle of Year (MOY '26 – '27) Math.

KEY ACTION ONE	Key Action (briefly state the specific goal or objective.)
	Improve reading proficiency in 6 th - 8 th grades on the 26-27 TELPAS Assessment.
	Indicators of success (Measurable results that describe success.)
	• By June 2027, 44% of EB students will grow one level of Proficiency, defined as SY25-26 composite to SY26-27 composite on TELPAS.

	By NWEA MAP MOY assessments, Emergent Bilingual students will increase Reading achievement outcomes by at least 3%.
	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 (SCRs) and Extended Constructed Responses (ECRs) in all core content areas. - Implement the MS NES schedule to support double blocking in ELA and a dedicated Summit K12 language development time slot for Emergent Bilingual students. - Utilize the NES Literacy Specialist & ELD to implement Science of Reading, academic discourse, language objectives, and scaffold implementation for EB learners. - Strengthen lesson internalization systems to ensure reading, writing, speaking, and listening opportunities are embedded daily across all content areas.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- 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. Execute HISD-specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.

Key Action One: Staff Development		
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: Campus & District Sites		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	Materials and resources for staff professional development	0

	sessions facilitated throughout the school year.	
Materials/resources	Response cards, copies of training and curriculum materials.	0
Purchased services	NA	
Other		
TOTAL		0
Funding sources: Designated as an NES campus.		

Key Action Item	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of instruction through increasing staff capacity.
	Indicators of success (Measurable results that describe success.)
	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 2027. - 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 2026-2027 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 (What specific action steps will the building leaders take to accomplish the objective?)
	- Train teachers on the Instructional Readiness characteristics during pre-service 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, 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 a selected teacher, 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.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- 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.

Key Action TWO: Staff Development		
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/departments meetings throughout the year), as well as district-sponsored trainings throughout the school year.		
Key Action TWO: Budget		
Proposed item	Description	Amount
Staff development	Materials and resources for staff professional development sessions facilitated throughout the school year.	0
Materials/resources	Response cards, copies of training materials, and district-provided PD material.	0
Purchased services	NA	
Other		
TOTAL		0
Funding sources: Designated as an NES campus.		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve math proficiency in 7th grade on the NWEA MAP Middle of Year (MOY '26 – '27) Math.
	Indicators of success (Measurable results that describe success.)
	- By January 2027, 41% of students will achieve the 61st growth percentile or higher on the Math NWEA MAP MOY assessment. - Daily DOL and unit assessment data will show increased mastery of grade-level math standards and improved student performance on multi-step problem-solving tasks. - Daily targeted interventions will be provided through the ZEAR digital learning platform.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	- Monitor Instructional Data: Conduct weekly data meetings to analyze DOLs, unit assessments, and ZEAR data, identify misconceptions, and plan targeted interventions. - Coach for High-Quality Instruction: Complete weekly walkthroughs and coaching cycles focused on DOL implementation, LSAE, and data-driven instruction. - Monitor Intervention Fidelity: Review daily ZEAR usage and classroom implementation to ensure students receive targeted interventions and demonstrate measurable growth.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	- Analyze Student Data: Review daily DOL and unit assessment results to identify misconceptions and adjust instruction and LSAE accordingly. - Deliver Targeted Instruction: Implement high-quality Tier 1 instruction using preplanned at-bats, questioning strategies, and differentiated supports to address learning gaps. - Implement ZEAR with Fidelity: Ensure students complete daily ZEAR lessons, monitor progress, and provide immediate intervention based on student performance.

Key Action THREE: Staff Development
Who: Entire Instructional Staff
What: Professional Development Sessions
When: Pre-service planning (August, before school year commences). Continuing monthly throughout the year.
Where: Campus & District Sites
Key Action THREE: Budget

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Proposed item	Description	Amount
Staff development	Materials and resources for staff professional development sessions facilitated throughout the school year.	0
Materials/resources	Curriculum documents, OnTrack and NWEA data reports.	0
Purchased services	NA	
Other		
Other		
TOTAL		0
Funding sources: Designated as an NES campus.		