

Fort Bend Independent School District

Marshall High School

2023-2024 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Thurgood Marshall High School's mission is to **inspire** a community of diverse lifelong learners, who will **contribute** and **compete** in a global society.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

The vision of Thurgood Marshall High School is to **shape**, **cultivate**, and **expand** a career and college ready culture through a world-class instructional framework to ensure all students **achieve** academic growth for global readiness.

Value Statement

- * Instructional Time is Sacred
 - * Consistency
- * Authentic Learning Experiences
 - * Being Prepared
- * Modeling the Expectation

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Comprehensive Needs Assessment

Revised/Approved: October 2, 2023

Demographics

Demographics Summary

Thurgood Marshall High School, named after the first African American Supreme Court Justice, is an open-enrollment, comprehensive, neighborhood school located on the southern side of the Fort Bend Independent School District. The school is surrounded by single family homes and in close proximity to a neighboring school district. Marshall High School opened its doors on August 15, 2002. The school serves students in grades 9-12.

The following student demographic information was obtained from On-Point Data Suite and was collected on January 22, 2023 for the 2022-2023 School Year:

| Student Group | Count | Percent |
|------------------------|-------|---------|
| Female | 757 | 49.09% |
| Male | 785 | 50.91% |
| Hispanic-Latino | 503 | 32.62% |
| Asian | 17 | 10.10% |
| Black-African American | 974 | 63.16% |
| White | 19 | 1.23% |
| Two-or-More | 21 | 1.36% |

Obvious trend data is evident upon review of the historical data collected. There was a slight decrease in total enrollment for the 22-23 school year, as derived from OnPoint Data Suite's Fall PIEMS report, in comparison to the 2021-2022 school year. Marshall's Hispanic population, and its associated Student Programs, continue to increase.

| Group | Number | Percent |
|----------------------|--------------|-------------|
| Student Total | 1,542 | 100% |
| 9th Grade | 482 | 31.26% |
| 10th Grade | 435 | 28.21% |

| | | |
|----------------------|--------------|-------------|
| Student Total | 1,542 | 100% |
| 11th Grade | 327 | 21.21% |
| 12th Grade | 298 | 19.33% |

There were areas to celebrate regarding demographics at Marshall. Our total enrollment for Early College High School (ECHS) increased to 301, which graduated its first class this year! As previously mentioned, the overall attendance rate has increased. We also were able to increase the percentage of Gifted and Talented Students, but more work needs to be done. Since our campus vision includes to *ensure all students **achieve** academic growth for global readiness*, we maintain focus on providing quality, additional support, especially to those identified as participating in one of the campus many Student Programs. This year Marshall is serving students in the Alternative ESL Program for the first time.

| Program | Number | Percent |
|------------------------------|---------------|-------------------|
| Dyslexia | 79 | 5.12% |
| Gifted and Talented | 13 | 0.84% |
| Section 504 | 108 | 7% |
| Special Education | 219 | 14.20% |
| Emergent Bilingual | 181 | 11.74% |
| English as a Second Language | 135 | 8.75% |
| Early College High | 301 | 19.52% |
| Indicator | Number | Percentage |
| At-Risk | 802 | 52.04% |
| Economically Disadvantaged | 1271 | 82.43% |
| Homeless | 54 | 3.50% |

The campus' commitment to regain its once thriving attendance rate continues to be a major focus. We have not quite met the mark yet but have increased from last year. Our Hispanic and white students, along with 9th and 10th graders, represent some of the lower attendance rates on campus, which contribute to the current attendance rate stated.

| Group | Percent |
|------------------|----------------|
| All Students | 92.8% |
| African American | 93.5% |

| Group | Percent |
|------------|---------|
| Hispanic | 91.3% |
| 9th Grade | 91.7% |
| 10th Grade | 92.6% |
| 11th Grade | 93.6% |
| 12th Grade | 94.0% |

Upon reviewing the campus' discipline data, the three top infractions dealt with the three codes: 04, 21, and 41.

| Discipline Action Reason and Action Comparisons By Gender & Ethnicity [Material Change = 5 %] for all campuses during 2022 - 2023 | | | | | | | | | |
|---|-----------|--------------|-----------|--------------|----------------|--------------|--------------------------|-------------|---------------|
| 04-Possessed, Sold, Used, Or Was Under Influence Of Marihuana Or Other Controlled Substance | | | | | | | | | |
| | 05-OSS | | 06-ISS | | 07-Plcmnt DAEP | | 08-Cont oth dst I | | |
| | Action | % | Action | % | Action | % | Action | % | % |
| Gender | | | | | | | | | |
| Female | 11 | 29.7% | 10 | 27.0% | 15 | 40.5% | 1 | 2.7% | |
| Male | 21 | 23.9% | 27 | 30.7% | 36 | 40.9% | 1 | 1.1% | |
| Ethnicity | | | | | | | | | |
| Hispanic | 17 | 34.0% | 11 | 22.0% | 19 | 38.0% | 2 | 4.0% | |
| Black or African American | 14 | 20.6% | 23 | 33.8% | 29 | 42.6% | | | |
| White | | | 1 | 50.0% | 1 | 50.0% | | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | 50.0% | 1 | 50.0% | | | |
| Two or More Races | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | | | |
| Grand Total | 32 | 25.6% | 37 | 29.6% | 51 | 40.8% | 2 | 1.6% | |
| 21-Violation Of Student Code Of Conduct | | | | | | | | | |
| | 05-OSS | | 06-ISS | | 07-Plcmnt DAEP | | 13-Plcmnt JJAEP by Court | | 25-Partial OS |
| | Action | % | Action | % | Action | % | Action | % | Action % |
| Gender | | | | | | | | | |
| Female | 36 | 50.7% | 31 | 43.7% | 2 | 2.8% | 1 | 1.4% | 1 1.4% |
| Male | 44 | 38.3% | 64 | 55.7% | 1 | 0.9% | 3 | 2.6% | 1 0.9% |
| Ethnicity | | | | | | | | | |

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance rate is 92.28%, lower than the district goal. **Root Cause:** Some students may find school boring or feel as they do not belong. Others may be dealing with issues beyond their control such as mental or physical illnesses, family crisis, etc.

Problem Statement 2 (Prioritized): There was a significant increase in several discipline infractions as compared to previous years. **Root Cause:** Students struggle with social and emotional stressors.

Student Learning

Student Learning Summary

The campus continues to review several data sources to determine Student Learning and Progress, including progress and report card failure reports, common checkpoints, STAAR Interim, Ren360, STAAR, and TSIA2. To combat the nine-week failures, the campus institutes Grade Repair to allow students the opportunity to improve their grades in classes they failed. Grade Repair is held for the first through third grading periods. Seniors are provided Senior Rescue for students at risk of not graduating. All students are offered the opportunity to retrieve lost credit through the campus' Buy Back Program, where they attend afterschool or Saturday School tutorials. Students gain hour for hour based on their attendance.

For the majority 2022-2023 school year, we were without a Math, Literacy, and Science Instructional Coach. We were able to retain our Social Studies Instructional Coach for the entire school year.

The U.S. History and Biology teams continue to set the mark on students' performance for the other content areas based on current school data.

Based on 22'-23' school year assessment data, Algebra I was selected as the area of most concern. As of this school year has progressed, English I and English 2 have become areas of concern as well. The entire team is new to the campus this school year, and at the start of the second semester of the 22'-23' we lost an ELA 1 teacher. The campus reading interventionist took over the class, causing a disruption to her role and responsibilities of providing instructional interventions. She also struggles with providing appropriate instruction to the students in the class she has now taken over.

Marshall continues its goal for increasing its number of students to become Post-Secondary Readiness. Each Wednesday, the campus promotes college awareness through its "College and Career Wednesday." Representatives and volunteers from surrounding areas places of business, colleges, and military recruiters visit the campus during lunches to peak student interest and give a glimpse into the life of such pathways. Several college fairs have been held on campus and students have been treated to visits to colleges as well.

The Early College Program has played a great role in increasing college and career awareness, but we are focusing more on students earning post-secondary credit. Starting in the 23'-24' school year TMHS will continue working in conjunction with Houston Community College. In addition, will offer extended dual credit opportunities with the University of Texas at Austin. The College and Career Readiness Counselor (CCR) and the Dean of ECHS will continue to work on recruiting students for the Dual Credit Program. Over the years, we have not experienced success with dual credit, AP, SAT, ACT, and TSIA testing as we would have liked, therefore, in the upcoming school year, we will offer a focus on preparation and support for our CCMR endeavors. UTOOnRamps will offer our general population access to more dual credit opportunities than we have had in the past. We first offered our first dual credit class in the 2018-2019 school year. We are excited to

offer AP African American Studies in the 23'-24' school year.

In October, as in previous years, students in 9th and 10th grade took their respective PSAT. 11th-grade students were administered the PSAT/NMSQT. All these tests were funded by the district. 12th-grade students, if interested, took the ASVAB. Through Title funds, the campus was able to offer ACT exams to all 11th-grade students and any interested 12th-grade students requested to take either test. Our 11th-grade students were also able to take the SAT through Title 2 funding. Title I funds were also utilized to fund all Advanced Placement Exams will also be funded for students enrolled in AP classes on campus.

For the 22'-23' school year, we had a significant increase in TSIA2 testers on campus. As a state requirement, all seniors must take the TSIA2, and students enrolled in Early College must meet minimum standards on the test to remain a part of the program.

| TELPAS Composite Rating by Progress - Students in U.S. Schools Multiple Years for Thurgood Marshall H S for 2022 - 2023 | | | | | | | |
|---|----------------|---------------------------|------------|----------------------------|------------|--------------------------------------|------------|
| Years in U.S. Schools | Total Students | Students with no Progress | | Students Progressing 1 lvl | | Students Progressing more than 1 lvl | |
| | | # | % of Total | # | % of Total | # | % of Total |
| First Year | 14 | 14 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| Second Year | 8 | 8 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| Third Year | 6 | 6 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| Fourth Year | 4 | 4 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| Five or More Years | 134 | 134 | 100.00% | 0 | 0.00% | 0 | 0.00% |

| TMHS DATA | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| STAAR Algebra | 69% | 67% | N/A | 48% | 43% | 60% |
| STAAR Biology | 79% | 81% | N/A | 71% | 72% | 80% |
| STAAR ELA 1 | 45% | 48% | N/A | 54% | 52% | 53% |
| STAAR ELA 2 | 50% | 54% | N/A | 58% | 59% | 59% |
| STAAR US Hist. | 80% | 92% | N/A | 74% | 81% | 91% |
| Attendance | 94.17% | 95.27% | N/A | 95.41% | 90.49% | 92.80% |
| Scholarship | \$10,208,454 | \$19,713,608 | \$27,113,409 | \$40,372,648 | \$41,117,200 | \$42,064,918 |

| TMHS DATA | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| CCMR | 27 | 27 | N/A | 27 | 28 | 46 |
| | | | | | | |

Student Learning Strengths

- Marshall continues its goal for increasing its number of students to become Post-Secondary Readiness.
- All enrolled students were administered PSAT, NMSQT, and ASVAB tests.
- TSIA2 assessments have increased along with the number of students meeting standard.
- Teams are utilizing more data throughout the year to determine instructional needs.
- There was a 17 point gain in the percentage of students passing Spring STAAR in Algebra I.
- All STAAR areas either grew or maintained passing percentages for STAAR Spring 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low attendance rates cause 9th grade students to perform lower than their counterparts. **Root Cause:** Students do not feel it necessary to attend class.

Problem Statement 2 (Prioritized): Students are not making the same progress in English I as they are in Algebra I and Biology. **Root Cause:** The English I team is new to the campus and with the loss of a teacher and the English Coach leaving, they have not had the same amount of support as previously given.

Problem Statement 3: There has not been a significant increase, over the years, in the number of students meeting requirements associated with gaining post-secondary credit. **Root Cause:** Historically, there has been limited and inconsistent faculty providing face-to-face instruction to students and some of our campus instructors needed additional training or retraining in their subject areas.

School Processes & Programs

School Processes & Programs Summary

One of the greatest additions to the faculty for the 22'-23' school year on campus was the Guidance Facilitator and an additional counselor funded through Title One. They both have been instrumental in providing mental health support to students and faculty. They provide teachers with lessons and/or tools to help students resolve conflicts and learn how to deal with issues such as anger management and bullying. We believe their support made an impact on the decrease in the percentage of code 41 disciplinary issues and our ability to maintain our disciplinary rates in a very turbulent school year.

In addition to the Guidance Facilitator and Counselor, we would like to provide more assistance to our students by partnering with outside entities because the need is so great on our campus and serious issues students are having outside the school impact their ability to be successful within school. We believe the additional support of partnerships such as Communities in Schools will help deter the increase of negative behaviors we saw over the school year documented in the discipline data.

| Date | Total # of Incidents | Rate |
|--------------------|----------------------|-------|
| May 2018 | 506 | 13.5% |
| May 2019 | 413 | 7.7% |
| May 2020 * (COVID) | 381 | 4.5% |
| May 2021 * (COVID) | 62 | .9% |
| May 2022 | 295 | 3% |
| May 2023 | 278 | 3% |

We started the year off the 22'-23' school year by introducing teachers to “Thinking Routines” at the BOY school professional development days. We focused on these routines because we saw the need based on student performances on assessments and observation and walkthrough data. During the training sessions, teachers learned various ways to engage students in deeper levels of thinking and engagement with the skills and concepts they were learning.

Based on meeting agendas and sign-in sheets, the campus made attempts to offer staff various opportunities for professional learning. PLC agendas and minutes show most teams engaged in micro PD sessions on topics the team showed as a need of or what they desired to learn more about. With the lack of instructional coaches for each subject area; we were still able to support the growth in the effectiveness of PLCs to impact what occurs in the classrooms.

Throughout the school year, new campus teachers on campus attended New Teacher Meetings, led by one of the campus Master Teachers. Here, they learned more about district and campus systems and resources, teaching techniques to build their “toolkit,” how to address students with behavior issues; or conduct Q & A sessions where they could come in and express concerns or ask questions, etc.

For the 22-23' school year, we were without an ESL teacher for the first semester. This school year we have begun with a full-time ESL teacher and an ESL specialist. The ESL specialist is a half-time FTE who will be focused on moving students one year forward. Our students struggle not only academically but also with attendance. The ESL specialist will collaborate with the Parent Educator to connect with our EB and migrant families to connect culturally and reinforce the importance of school. Last year we connected with our upcoming junior and senior EB students to enroll in our CTE center. This year we have increased our enrollment at our CTE center because of these connections, which help support our EB student attendance and overall academic achievement.

Most importantly though, we were not fully staffed for most of the 22'-23 school year. Throughout the year, we have lost staff as well due to various reasons. Also, teachers continue to need extensive training and support in the areas addressing the increasing number of students with social and emotional issues and learning gaps across the campus.

School Processes & Programs Strengths

- The Guidance Facilitator and Counselor both have been instrumental in providing mental health support to students and faculty.
- There has been an overall decrease from year to year in regard to the disciplinary rate of all students for all infractions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There has been an increase in serious negative behavior on campus. **Root Cause:** Students are encountering issues that are beyond their control and need support that may not be possible to attain on campus.

Problem Statement 2 (Prioritized): Discipline issues has a direct correlation to students' attendance. **Root Cause:** Student attendance is irregular due to various discipline issues including, mental and social.

Problem Statement 3 (Prioritized): We have not been fully staffed all school year. **Root Cause:** We have been unable to find high-qualified, committed teachers.

Problem Statement 4: Teachers do not provide students with skills or resources necessary to monitor their own learning and understanding. **Root Cause:** Teacher lack the necessary training to support students' academic and social needs adequately.

Perceptions

Perceptions Summary

The data used to determine Safety and Well-being came from historical discipline data and surveys completed by and parents. The discipline data shows a significant number of disciplinary infractions: 4, 21, 41. Infractions coded as 41 showed the largest number on campus, followed by 21.

Parents who were surveyed felt that their students were safe and secure at school and they were aware of the safety and security procedures at the school. Parents also thought discipline was handled properly on campus. At the time of drafting this needs assessment, student survey responses were not available.

On a positive note, the inclusion of campus guidance Facilitator and counselors helped students deal with issues that could have negatively affected their behavior. They also helped students build positive relationships with at least one adult on campus.

Marshall has increasingly provided opportunities for community engagement over the previous years. Parents and community members are welcomed to the campus. We continue experiencing an influx in the amount of parent engagement and participation among the various student organizations and events presented. Community stakeholders, such as CPAC members, are involved in campus decision making and throughout campus support. Student Support Teams (SST), including counselors, have been instrumental in providing parents and students supports outside of the building to assist with their specific needs. We are always on the lookout for new community members or businesses to partner to work with on a consistent basis.

We continue to focus on building a positive climate and culture at Marshall High School. Each week, a Faculty of the Week was celebrated. Recognition also went to a Teacher of the Month and Paraprofessional of the Month. Individual students, from each grade level, were selected and recognized as the Buff Student of the 9 Weeks. Students were also celebrated for achieving perfect and good attendance and All A's and A/B Honor Rolls.

The campus keeps its community abreast with up to date news through various forms of communication including emails, phone calls, and social media. This communication is in both English and Spanish. Most parents surveyed agreed that there is frequent two-way communication between the school and families; and they are kept informed about activities happening at the school. A large percentage of parents want more contact about their students' progress and what they are learning in school. Survey results for these responses did not change from the previous year. Parents also wanted to know more about the Career Pathways being offered on campus and in the district as well as more technology classes.

Per the 22-23 FBISD Parent Culture and Climate Survey, out of the 67 parents who replied, most of them surveyed felt the overall quality of the campus was fair to excellent.

Perceptions Strengths

- Parents felt they students were safe and secure at school and safety procedures were in place on campus.
- Most of the parents surveyed felt the overall quality of the campus was fair to excellent.
- The Guidance Facilitator and Counselor helped students, assigned to them, deal with issues that could negatively impact them.
- We continue experiencing an influx in the amount of parent engagement and participation among the various student organizations and events presented.
- Band Booster Parents helped the students with various events and raise money for trips and performances.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was a large increase in the number of students with coded with disciplinary 4 infractions versus previous years. **Root Cause:** Students are struggling to deal with social and emotional issues they are experiencing and do not know how to.

Problem Statement 2: We have a limited number of businesses who partner with the campus. **Root Cause:** Since the pandemic, it has been difficult to identify potential business partners.

Problem Statement 3: Only 67 parents completed the surveyed. **Root Cause:** Most parents did not know about and did not want to complete the survey.

Priority Problem Statements

Problem Statement 1: Low attendance rates cause 9th grade students to perform lower than their counterparts.

Root Cause 1: Students do not feel it necessary to attend class.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not making the same progress in English I as they are in Algebra I and Biology.

Root Cause 2: The English I team is new to the campus and with the loss of a teacher and the English Coach leaving, they have not had the same amount of support as previously given.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was a significant increase in several discipline infractions as compared to previous years.

Root Cause 3: Students struggle with social and emotional stressors.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The overall attendance rate is 92.28%, lower than the district goal.

Root Cause 4: Some students may find school boring or feel as they do not belong. Others may be dealing with issues beyond their control such as mental or physical illnesses, family crisis, etc.

Problem Statement 4 Areas: Demographics

Problem Statement 5: We have not been fully staffed all school year.

Root Cause 5: We have been unable to find high-qualified, committed teachers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Discipline issues has a direct correlation to students' attendance.

Root Cause 6: Student attendance is irregular due to various discipline issues including, mental and social.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There was a large increase in the number of students with coded with disciplinary 4 infractions versus previous years.

Root Cause 7: Students are struggling to deal with social and emotional issues they are experiencing and do not know how to.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, Thurgood Marshall will increase overall student achievement, the use of student ownership of tools, and reduce failures rates, by planning and implementing effective Tier I and II instruction based on learning from professional trainings focusing on clarity to cultivate a culture of thinkers, analyzing data through DDI protocols, and performing aggressive monitoring to provide specific and timely feedback.

High Priority



HB3 Goal

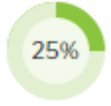

Indicators of Success: Formative IoS:

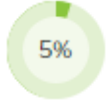
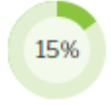
- * From BOY to MOY, the percentage of students passing the Interim/Common Assessment will increase by 10%.
- * By January 2024, Marshall will increase the percentage of teachers utilizing Aggressive Monitoring and providing effective feedback from 0% to 20%.
- * By January 2024, Marshall will increase the percentage of students achieving College, Career, and Military Readiness to at least 15%.
- * By January 2024, Marshall will have identified and tested at least 1% of the student population for GT.
- * By the end of each grading cycle, the percentage of teacher failure rates will be reduced by 10% in comparison to the same time as last years' reporting cycle.



Summative IoS:





- * By June 2024, increase performance on Approaches in Algebra I STAAR from 60% to 70%.
- * By June 2024, increase performance on Meets on all tested STAAR areas of at least 40%.
- * From MOY to EOY, the percentage of students passing the Interim/Common Assessment will increase by 10%.
- * By June 2024, Marshall will increase the percentage of students who have been in the US five or more years progressing at least one level on TELPAS from 0% to 20%.
- * By June 2024, Marshall will increase the percentage of teachers utilizing Aggressive Monitoring and providing effective feedback from 20% to 40%.
- * By June 2024, Marshall will increase the percentage of students achieving College, Career, and Military Readiness by at least 30%.
- * By June 2024, we will see a 5% Increase in the number of students earning credit for OnRamps and/or AP courses.







| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Utilize corresponding protocols to collaboratively plan, analyze data, and model effective instructional strategies with the support of the campus instructional coaches during PLC.</p> <p>Strategy's Expected Result/Impact: Effective use of PLC protocols Change in instructional practices Positive impact on student growth and achievement Positive student performance on various local, state, and national assessments Closing the Gap ACT/SAT/TSIA 2/STAAR Prep English Language Support for EB Students</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Interventionists Admin. Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Content Area Supports, Instructional Coaching Supports, Testing Prep, EB Language Supports - 211 Title I-A - \$200,000</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 2: Provide students with targeted instruction and intervention with researched-based instructional materials and enrichment opportunities supported by disaggregating campus and district data, through PLCs, to assure they are aligned with being a profile of a graduate.</p> <p>Strategy's Expected Result/Impact: Change in instructional practices Positive impact on student growth and achievement Positive student performance on various local, state, and national assessments Positive feedback on instructional practices and curriculum implementation Closing the Gap</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Instructional Coaches Admin. Team District Personnel</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutorial Supports - 211 Title I-A - \$50,000</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 3 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 3: Utilize formative and summative assessment to drive instruction and monitor students' growth.</p> <p>Strategy's Expected Result/Impact: Change in instructional practices Alignment of Instructional Model, Rigor, and Scope and Sequence Evidence of Tiered Instruction Positive impact on student growth and achievement Positive student performance on various local, state, and national assessments Closing the Gap</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Instructional Coaches Admin Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Test creation supports - 211 Title I-A - \$10,000</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 4 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 4: Utilize campus Student Support Teams and grading cycle failure reports to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns.</p> <p>Strategy's Expected Result/Impact: Positive impact on student growth and achievement Decrease in Student Infractions Increased Attendance Rate Closing the Gap</p> <p>Staff Responsible for Monitoring: Admin. Team, Counselors, Drop Out Prevention Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 5 Details | | Reviews | | | |
|--|--|--|--|-----|-----------|
| Strategy 5: Utilize funding, student assessment data, rigorous and relevant instruction, and professional development of teachers to increase the percentage of students enrolling, progression throughout the year, and completing tests (such as TSIA2, AP, SAT, and ACT) associated with college prep, college-level and dual credit courses. Strategy's Expected Result/Impact: Positive impact on student growth and achievement Positive student performance on various local, state, and national assessments Staff Responsible for Monitoring: OnRamps/AP/Dual Credit Teachers CCMR Counselor Instructional Specialist Deans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: UTOOnRamps - 211 Title I-A - \$100,000 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| Strategy 6 Details | | Reviews | | | |
| Strategy 6: Identify and provide rigorous and relevant instruction that is responsive to the needs of GT students through targeted intervention and professional development of teachers. Strategy's Expected Result/Impact: Increase in the percentage of identified GT students Positive impact on student growth and achievement Positive student performance on various local, state, and national assessments Staff Responsible for Monitoring: OnRamps/AP/Dual Credit Teachers CCMR Counselor Instructional Specialist Deans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: AP tests funding - 224 IDEA B - \$15,000 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |

| Strategy 7 Details | | Reviews | | | |
|--|--|--|---|-----|-----------|
| Strategy 7: Provide all EB and ESL students with additional support in building language acquisition with supplemental resources and interventions. Strategy's Expected Result/Impact: Students who have been in the US will show at least one level of growth on TELPAS. Growth in EB parental involvement. Staff Responsible for Monitoring: EB Specialist, ESL Teacher, CIS Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Rosetta Stone Resources - 211 Title I-A - \$16,000 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The overall attendance rate is 92.28%, lower than the district goal. Root Cause: Some students may find school boring or feel as they do not belong. Others may be dealing with issues beyond their control such as mental or physical illnesses, family crisis, etc. Problem Statement 2: There was a significant increase in several discipline infractions as compared to previous years. Root Cause: Students struggle with social and emotional stressors. |
| Student Learning |
| Problem Statement 1: Low attendance rates cause 9th grade students to perform lower than their counterparts. Root Cause: Students do not feel it necessary to attend class. Problem Statement 2: Students are not making the same progress in English I as they are in Algebra I and Biology. Root Cause: The English I team is new to the campus and with the loss of a teacher and the English Coach leaving, they have not had the same amount of support as previously given. |
| School Processes & Programs |
| Problem Statement 2: Discipline issues has a direct correlation to students' attendance. Root Cause: Student attendance is irregular due to various discipline issues including, mental and social. |

Perceptions

Problem Statement 1: There was a large increase in the number of students with coded with disciplinary 4 infractions versus previous years. **Root Cause:** Students are struggling to deal with social and emotional issues they are experiencing and do not know how to.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2024, Thurgood Marshall will continue to support well rounded students by building a positive school culture and climate through professional development and a strong use of school wide PBIS school system that reinforces, reminds, and redirects students to expected behaviors; reducing the overall number of student disciplinary infractions, as shown in district discipline data and responses to stakeholder surveys.



High Priority



Indicators of Success: Formative IoS:



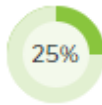

- * By each quarterly CIP review, the percentage of teachers implementing PBIS rewards appropriately will increase by 10%.
- * By each quarterly CIP review, the percentage of students receiving PBIS rewards appropriately will increase by 10%.
- * By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.

Summative IoS:

- * By June 2024, Thurgood Marshall will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide and mentoring to continue to build a positive culture.

| Strategy 1 Details | | Reviews | | | |
|--|--|---|---|-----|-----------|
| Strategy 1: Provide faculty and staff with Positive Behavioral Interventions and Supports training throughout the school year. Strategy's Expected Result/Impact: Correct implementation of PBIS System Common use of PBIS language Decrease in student infractions, Increase in attendance rate Staff Responsible for Monitoring: Teachers Staff Admin. Team District Personnel TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Supplies - 199 General Fund - \$5,000 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 2: Utilize PBIS signage, protocols, strategies to promote a positive school culture that serves the well rounded student. Strategy's Expected Result/Impact: Correct implementation of PBIS System, Common use of PBIS language, Decrease in student infractions, Increase in attendance rate Staff Responsible for Monitoring: Teachers Administration Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Monitor consistent use of strategies to promote well rounded students and provide positive incentives such as field trips and college visits. Strategy's Expected Result/Impact: Correct implementation of PBIS System, Common use of PBIS language, Decrease in student infractions, Increase in attendance rate Staff Responsible for Monitoring: Teachers Administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | N/A | N/A | | |

| Strategy 4 Details | | Reviews | | | |
|---|--|--|--|-----|-----------|
| Strategy 4: Utilize campus Student Support Teams and grading cycle failure reports to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns. Strategy's Expected Result/Impact: Positive impact on student growth and achievement Decrease in Student Infractions Increased Attendance Rate Closing the Gap Staff Responsible for Monitoring: Admin. Team, Counselors, Drop Out Prevention Specialist, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| Strategy 5 Details | | Reviews | | | |
| Strategy 5: Recognize students each grading cycle who made Honor Roll, have perfect or good attendance, or shown improvement in attendance and behavior. Strategy's Expected Result/Impact: Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions Staff Responsible for Monitoring: Data Clerk Counselors Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: The overall attendance rate is 92.28%, lower than the district goal. **Root Cause:** Some students may find school boring or feel as they do not belong. Others may be dealing with issues beyond their control such as mental or physical illnesses, family crisis, etc.

Problem Statement 2: There was a significant increase in several discipline infractions as compared to previous years. **Root Cause:** Students struggle with social and emotional stressors.

Student Learning

Problem Statement 1: Low attendance rates cause 9th grade students to perform lower than their counterparts. **Root Cause:** Students do not feel it necessary to attend class.

School Processes & Programs

Problem Statement 2: Discipline issues has a direct correlation to students' attendance. **Root Cause:** Student attendance is irregular due to various discipline issues including, mental and social.

Perceptions

Problem Statement 1: There was a large increase in the number of students with coded with disciplinary 4 infractions versus previous years. **Root Cause:** Students are struggling to deal with social and emotional issues they are experiencing and do not know how to.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, Thurgood Marshall will retain and attract high quality teachers by improving its Mentorship program and providing relevant, timely professional development that strengthens professional portfolios and build social/emotional wellness based on responses from teacher surveys and participation rates.

High Priority

HB3 Goal

Indicators of Success: Formative IoS:




* By each quarterly CIP review, the percentage of teachers implementing new strategies or utilizing resources acquired from campus PD sessions will increase by 10%.





Summative IoS:







* By May 2024, 100% of Marshall's teachers will have shown growth on at least one Domain in T-TESS.

* By May 2024, 100% of Marshall's teachers will respond positively to surveys related to campus climate and culture.

* By June 2024, Marshall will have a teacher turnover rate less than 25%.

| Strategy 1 Details | | Reviews | | | |
|---|--|---|---|---|-----------|
| Strategy 1: Provide a mentor/mentee to teachers new to the district to aid in staff development training and other district and campus procedures and policies. Strategy's Expected Result/Impact: Build teacher confidence on campus and district procedures as well as in the classroom Staff Responsible for Monitoring: Dean Mentor Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 3 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  |  | |

| Strategy 2 Details | | Reviews | | | |
|---|--|---|---|-----|-----------|
| Strategy 2: Conduct monthly new teacher meetings to provide instructional strategies, teacher toolkit ideas, discuss teacher concerns and needs. Strategy's Expected Result/Impact: Build teacher confidence in providing effective Tier I instruction. Help grow teachers professionally. Staff Responsible for Monitoring: Dean Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Provide professional development opportunities, including micro-PDs within PLCs, focused on campus initiatives at various times, that will be implemented in classrooms. Strategy's Expected Result/Impact: Growth in teacher development Increase in student achievement Increase in positive school culture and climate Staff Responsible for Monitoring: Instructional Leadership Team Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2 - School Processes & Programs 3 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |

| Strategy 4 Details | | Reviews | | | |
|--|--|---|---|-----|-----------|
| Strategy 4: Recognize staff and teachers weekly and/or monthly for outstanding work, commitment, and dedication in various settings such as Buff Blast, campus website, etc. Strategy's Expected Result/Impact: Increase in campus climate and culture Increase in teacher retention Increase in staff retention Staff Responsible for Monitoring: Administration Instructional Leadership Team Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: Supplies - 199 General Fund - \$500 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 1 Problem Statements:



| Demographics |
|---|
| Problem Statement 1: The overall attendance rate is 92.28%, lower than the district goal. Root Cause: Some students may find school boring or feel as they do not belong. Others may be dealing with issues beyond their control such as mental or physical illnesses, family crisis, etc. |
| Student Learning |
| Problem Statement 1: Low attendance rates cause 9th grade students to perform lower than their counterparts. Root Cause: Students do not feel it necessary to attend class. |
| Problem Statement 2: Students are not making the same progress in English I as they are in Algebra I and Biology. Root Cause: The English I team is new to the campus and with the loss of a teacher and the English Coach leaving, they have not had the same amount of support as previously given. |
| School Processes & Programs |
| Problem Statement 3: We have not been fully staffed all school year. Root Cause: We have been unable to find high-qualified, committed teachers. |





Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community







Performance Objective 1: By June 2024, Thurgood Marshall will increase engagement for all stakeholders resulting in improved attendance rates, reduced discipline infractions, and growth in student achievement by providing consistent and timely communication, opportunities to participate in campus activities, ensure social and emotional support through mentorships, Guidance Counselors, Student Support Teams, and Drop Out Prevention systems to ensure parents and students social and emotional needs are met.

High Priority

- Indicators of Success:** Formative IoS:
- * By December 2024, Marshall will have increased the number of mentor/mentee relationships on campus.
 - * By each quarterly CIP review, the percentage of parents engaged in opportunities offered by the campus to support their students' academic or social achievement will increase from previous review.
 - * By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| Strategy 1: Provide opportunities for parents and community involvement, i.e. Buff on the Run, Buff Camp, Open House, etc. Strategy's Expected Result/Impact: Increased parental involvement. Increased positive feedback on surveys. Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture |  |  | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|---|---|-----|-----------|
| Strategy 2: Coordinate various ways to regularly contact parents when students are struggling academically, behaviorally, or with general health issues. Strategy's Expected Result/Impact: Increase in parental involvement, Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions Health Evaluations Staff Responsible for Monitoring: Assistant Principals Counselors Drop Out Prevention Specialists Nurse | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Utilize campus Student Support Teams and grading cycle failure reports to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns. Strategy's Expected Result/Impact: Positive impact on student growth and achievement Decrease in Student Infractions Increased Attendance Rate Staff Responsible for Monitoring: Admin. Team, Counselors, Drop Out Prevention Specialist, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: CIS (Communities in Schools) - 211 Title I-A - 40,000 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |

| Strategy 4 Details | | Reviews | | | |
|---|--|---|---|-----|-----------|
| Strategy 4: Recognize students each grading cycle who made Honor Roll, have perfect or good attendance, or shown improvement in attendance and behavior. Strategy's Expected Result/Impact: Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions Staff Responsible for Monitoring: Data Clerk Counselors Administration Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The overall attendance rate is 92.28%, lower than the district goal. Root Cause: Some students may find school boring or feel as they do not belong. Others may be dealing with issues beyond their control such as mental or physical illnesses, family crisis, etc. Problem Statement 2: There was a significant increase in several discipline infractions as compared to previous years. Root Cause: Students struggle with social and emotional stressors. |
| Student Learning |
| Problem Statement 1: Low attendance rates cause 9th grade students to perform lower than their counterparts. Root Cause: Students do not feel it necessary to attend class. |
| School Processes & Programs |
| Problem Statement 2: Discipline issues has a direct correlation to students' attendance. Root Cause: Student attendance is irregular due to various discipline issues including, mental and social. |
| Perceptions |
| Problem Statement 1: There was a large increase in the number of students with coded with disciplinary 4 infractions versus previous years. Root Cause: Students are struggling to deal with social and emotional issues they are experiencing and do not know how to. |

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Additional Targeted Support Strategies

| Goal | Performance Objective | Strategy | Description |
|------|-----------------------|----------|---|
| 1 | 1 | 1 | Utilize corresponding protocols to collaboratively plan, analyze data, and model effective instructional strategies with the support of the campus instructional coaches during PLC. |
| 1 | 1 | 2 | Provide students with targeted instruction and intervention with researched-based instructional materials and enrichment opportunities supported by disaggregating campus and district data, through PLCs, to assure they are aligned with being a profile of a graduate. |
| 1 | 1 | 3 | Utilize formative and summative assessment to drive instruction and monitor students' growth. |
| 1 | 1 | 4 | Utilize campus Student Support Teams and grading cycle failure reports to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns. |
| 1 | 1 | 7 | Provide all EB and ESL students with additional support in building language acquisition with supplemental resources and interventions. |
| 2 | 1 | 1 | Provide faculty and staff with Positive Behavioral Interventions and Supports training throughout the school year. |
| 2 | 1 | 2 | Utilize PBIS signage, protocols, strategies to promote a positive school culture that serves the well rounded student. |
| 2 | 1 | 3 | Monitor consistent use of strategies to promote well rounded students and provide positive incentives such as field trips and college visits. |
| 2 | 1 | 4 | Utilize campus Student Support Teams and grading cycle failure reports to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns. |
| 2 | 1 | 5 | Recognize students each grading cycle who made Honor Roll, have perfect or good attendance, or shown improvement in attendance and behavior. |
| 3 | 1 | 1 | Provide a mentor/mentee to teachers new to the district to aid in staff development training and other district and campus procedures and policies. |
| 3 | 1 | 2 | Conduct monthly new teacher meetings to provide instructional strategies, teacher toolkit ideas, discuss teacher concerns and needs. |
| 3 | 1 | 3 | Provide professional development opportunities, including micro-PDs within PLCs, focused on campus initiatives at various times, that will be implemented in classrooms. |
| 3 | 1 | 4 | Recognize staff and teachers weekly and/or monthly for outstanding work, commitment, and dedication in various settings such as Buff Blast, campus website, etc. |
| 4 | 1 | 3 | Utilize campus Student Support Teams and grading cycle failure reports to identify and work closely with at-risk students by planning and providing intervention strategies that address academics, behavior, and/or attendance concerns. |
| 4 | 1 | 4 | Recognize students each grading cycle who made Honor Roll, have perfect or good attendance, or shown improvement in attendance and behavior. |

State Compensatory

Budget for Marshall High School

Total SCE Funds: \$300,000.00

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are used to partially fund a position responsible for identifying and coordinating academic interventions (Campus Assessment Coordinators) designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy. Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, Communities in School (CIS), PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Students identified as most At-Risk of dropping out of school are also provided the opportunity to attend the Progressive High School Program. Several staffing units in the PHS program are funded through SCE, and the program provides alternate, intensive instruction designed to support students who may be behind in gaining high school credits or who may be parents through alternative scheduling options, online instructional opportunities, and compacted curriculum to accelerate the rate of gaining required credit. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Personnel for Marshall High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------------|--------------------------------|------------|
| Adrienne Collins | Title I Specialist | 1 |
| Daphne Thompson Bennett | College and Career Counselor | 0.5 |
| Georgia Moss | English Instructional Coach | 1 |
| Jose Gonzalez | Community in Schools Counselor | 1 |
| Kelley Epega | Math Instructional Coach | 1 |
| Kimberly Washington | Counselor | 1 |

Campus Funding Summary

| 199 General Fund | | | | | |
|------------------|-----------------------|----------|--|--------------|--------------|
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Supplies | | \$5,000.00 |
| 3 | 1 | 4 | Supplies | | \$500.00 |
| Sub-Total | | | | | \$5,500.00 |
| 211 Title I-A | | | | | |
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Content Area Supports, Instructional Coaching Supports, Testing Prep, EB Language Supports | | \$200,000.00 |
| 1 | 1 | 2 | Tutorial Supports | | \$50,000.00 |
| 1 | 1 | 3 | Test creation supports | | \$10,000.00 |
| 1 | 1 | 5 | UTOnRamps | | \$100,000.00 |
| 1 | 1 | 7 | Rosetta Stone Resources | | \$16,000.00 |
| 4 | 1 | 3 | CIS (Communities in Schools) | 40,000 | \$0.00 |
| Sub-Total | | | | | \$376,000.00 |
| 224 IDEA B | | | | | |
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | AP tests funding | | \$15,000.00 |
| Sub-Total | | | | | \$15,000.00 |

Addendums

| | Strengths | Concerns |
|---------------------------|---|---|
| Student Engagement Survey | <ul style="list-style-type: none">• More than half of our students are engaged in physical activities and engage in healthy eating habits.• More than half of all students discussed their grades with teachers.• More than half of all students set goals throughout the year.• More than half of students engage in feedback with other students in regard to their work.• More than half of students report that they are able to work with other students on projects/assignments.• Near 90% of students look forward to coming to school to be able to graduate and go on to college.• Students feel that majority of teachers try to engage them in classroom discussion.• Majority of students feel comfortable being themselves at school.• Majority of students are connected to a staff member, admin, instructional, or other. | <ul style="list-style-type: none">• Up 7.9%, 36 percent of students picked rarely or often feel picked on or bullied.• 40% of students do not feel part of the school community.• 58% of students feel that they have rarely or sometimes witnessed bullying. |

Action Planning Tool



| What did you find? | What needs to be done? | Who and By When? | Resources | Potential Barriers | Communication and Implementation |
|---|---|---|-----------------|--|--|
| A significant number of students sometimes feel that are or witness the acts of bullying. | Reinforce Expectations, creating stronger student relationships with staff. Grade level meeting to start the year by Ad-Team. | All faculty and staff, ongoing throughout the year. | PBIS structures | Student and Staff understanding of what bullying is. | Communicate expectations with students and parents/guardians. |
| A significant number of students do not feel part of the school community. | Create more student opportunity to be involved in school happenings. | Climate Culture Committee | Various | Student involvement of activities outside of school, i.e. work etc.... . | Working with committee to create opportunities for all type of students to engage in the school community. |
| | | | | | |
| | | | | | |
| | | | | | |

| LOC_DESCR | Location | POS # | POSN_DESCR | MAX HEADC | VACANT | LAST_NAME_SRCH | FIRST_NAME_S | JOBCODE | FTE | Column1 | PIC | STATUS | .IDAY_SCHED |
|----------------|---------------|----------|--------------------------------|-----------|--------|----------------|--------------|---------|-----|-----------------------------|-----|--------|-------------|
| MARSHALL H 012 | MARSHALL HIGH | 00003662 | COOR CAMPUS ASSESSMENT | 0.5 | 0 | FARAW | ANGEL | T00900 | 1 | 199.31.1000.00.012.2024.30 | 30 | A | 210AUG |
| MARSHALL H 012 | MARSHALL HIGH | 00004229 | TEACHER HS ELA/COACH | 1 | 0 | BAKER | HARVEY | T00210 | 1 | 199.11.1000.00.012.2024.30 | 30 | A | 187SEP |
| MARSHALL H 012 | MARSHALL HIGH | 00004231 | TEACHER HS MATH | 1 | 0 | WHITE | DEZRA | T00279 | 1 | 199.11.1000.00.012.2024.30 | 30 | A | 187SEP |
| MARSHALL H 012 | MARSHALL HIGH | 00005291 | TEACHER HS MATH | 1 | 0 | FITZGERALD | PHILLIP | T00279 | 1 | 199.11.1000.00.012.2024.30 | 30 | A | 187SEP |
| MARSHALL H 012 | MARSHALL HIGH | 00006223 | CASEWORKER DROP OUT PREVENTION | 1 | 0 | WASHINGTON | EBONY | ODOPR | 1 | 199.32.1000.00.012.2024.24 | 24 | A | 210AUG |
| MARSHALL H 012 | MARSHALL HIGH | 00011029 | TEACHER HS MATH | 1 | 0 | GAMBRELL | ROGER | T00279 | 1 | 199.11.1000.00.012.2024.30 | 30 | A | 187SEP |
| MARSHALL H 012 | MARSHALL HIGH | 00016957 | INSTRUCTIONAL COACH MATH T1 HS | 1 | 0 | EPEGA | KELLY | 015326 | 1 | 211.13.1000.IC.012.2023.30. | 30 | A | 210AUG |
| MARSHALL H 012 | MARSHALL HIGH | 00017225 | PARENT EDUCATOR T1 (FT) | 1 | 0 | GONZALEZ | JOSE | 0011FT | 1 | 211.61.1000.PC.999.2023.24 | 24 | A | 187SEP |
| MARSHALL H 012 | MARSHALL HIGH | 00017782 | INTERVENTIONIST MATH - SEC T1 | 1 | 0 | MORGAN | EURHONDA | 095058 | 1 | 211.11.1000.SP.012.2023.30 | 30 | A | 187SEP |
| MARSHALL H 012 | MARSHALL HIGH | 00019526 | PROF SCHOOL COUNSELOR SEC T1 | 1 | 0 | WASHINGTON | KIMBERLY | CN210S | 1 | 211.31.1000.00.012.2023.30 | 30 | A | 210AUG |
| MARSHALL H 012 | MARSHALL HIGH | 00019565 | SPECIALIST INSTRUCTIONAL T1 | 1 | 0 | COLLINS | ADRIENNE | 01531T | 1 | 211.11.1000.SP.012.2023.30 | 30 | A | 210AUG |
| MARSHALL H 012 | MARSHALL HIGH | 00019909 | INSTRUCTIONAL APP SEC T1 | 1 | 0 | YOUNG | EBONY | 046696 | 1 | 211.11.1000.00.012.2023.30 | 30 | A | 190SEP |

| _ADMIN_PLCY_NB | |
|----------------|------|
| P7 | #### |
| P7 | #### |
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| 505 | #### |
| P7 | #### |
| 103 | #### |
| 103 | #### |
| 101 | #### |

Date 10-02-2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. To ensure that all our families can be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter.
- The district web site can be translated into many languages.
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed.

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,

Ogechi Uwaga-Sanders, Ed.D

Ogechi Uwaga-Sanders

Principal

Thurgood Marshall High School