Fort Bend Independent School District

Marshall High School

2025-2026 Campus Improvement Plan

Accountability Rating: C

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

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 near a neighboring school district. Marshall High School opened its doors on August 15, 2002. The school serves students in grades 9-12. According to OnPoint Data Suite, on the 2024-2025 Fall PEIMS date of 01/16/2025, the enrollment for the campus was 1,698. This is an increase of about 5% from the previous year at the same time. The school offers a variety of study programs.

Parent Family Engagement Policy

Here at Thurgood Marshall High School, we will be responsible for helping our students achieve academic state grade-level standards and post-secondary readiness. This document will be available via the school website, email, front office, and during Title 1 Parent Meeting Events. The policy will be available in English and Spanish. The compact will be available in English and Spanish. TMHS receives Title1, Part A funds; therefore, agrees to:

- Provide an equitable learning environment for all students to access the curriculum.
- Ensure students own and are responsible for their learning behavior and progress through the curriculum.
- Provide an inclusive, collaborative, and supportive learning environment with opportunities for both challenge and success.
- Develop students' social-emotional and life skills in a safe and secure collaborative community.
- Develop a culture that embraces care, respect, safety, and inclusion.
- Proposed dates include October 8, 2025; December 10, 2025; February 4, 2026; April 8, 2026

Student Group	Count	Percent
Female	855	50.36%
Male	843	49.65%
Hispanic-Latino	533	31.39%
Asian	25	1.47%
Black-African American	1,082	63.72%
White	19	1.12%
Two-or-More	31	1.83%

Obvious trend data is evident upon review of the historical data collected. There was a slight increase in total enrollment for the 24-25 school year, as derived from OnPoint Data Suite's Fall PEIMS report, in comparison to the 2023-2024 school year. Marshall's Hispanic population, and its associated Student Programs, continue to increase.

Group	Number	Percent

Student Total	1,698	100%
9th Grade	541	31.86%
10th Grade	435	25.62%
11th Grade	384	22.61%
12th Grade	338	19.91%

YEARS	Total Enrollment	SPED	EB	504
2017-2018	1,243	155	106	64
2018-2019	1,246	172	97	68
2019-2020	1,300	206	90	78
2020-2021	1,389	228	124	93
2021-2022	1,550	226	159	110
2022-2023	1,542	219	181	108
2023-2024	1,615	258	201	125
2024-2025	1,698	297	230	104

There were areas to celebrate regarding demographics at Marshall. Our total enrollment for Early College High School (ECHS) increased to 324, which graduated its third cohort of students. The overall attendance rate increased slightly.

Obvious trend data is evident upon review of the historical data collected. There was a slight increase in total enrollment for the 24-25 school year, as derived from OnPoint Data Suite's Fall PEIMS report, compared to the 2023-2024 school year. Our demographics and the associated student programs remained relatively the same.

Since our campus vision includes ensuring all students achieve academic growth for global readiness, we focus on providing quality, additional support, especially to those participating in one of the campus's many Student Programs. This is the second year Marshall serves students in the Alternative ESL Program.

Program	Number	Percent
Dyslexia	117	6.89%
Gifted and Talented	15	0.88%
Section 504	104	6.12%
Special Education	297	17.49%
Emergent Bilingual	230	13.55%
English as a Second Language	125	7.36%

Program	Number	Percent
Early College High School	325	19.08%

Indicator	Number	Percentage
At-Risk	843	49.65%
Economically Disadvantaged	1224	72.08%
Homeless	68	4.00%

The campus' commitment to regaining 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. As our students matriculated to the next grade level, they showed growth in their overall attendance rate. Our 9th and 11th grade cohorts had overall improvements as well.

Attendance Rate as of May 2018	94.17%
Attendance Rate as of May 2019	95.24%
Attendance Rate as of May 2020 * (COVID)	96.30%
Attendance Rate as of May 2021	95.41%
Attendance Rate as of May 2022	90.19%
Attendance Rate as of May 2023	92.80%
Attendance Rate as of May 2024	92.36%
Attendance Rate as of May 2025	92.30%

Upon reviewing the campus' discipline data, the grade levels with the highest discipline incidents are 9th and 10th grade.

2024-2025 Disciplinary Incidents		
Demographic	Count	Percentage
Ethnicity		
Total Number of Unique Disciplinary Incidents	362	100%
American Indian or Alaska Native	2	0.60%
Asian	3	0.80%
Native Hawaiian or Other Pacific Islander	2	0.60%

2024-2025 Disciplinary Incidents		
Black or African Aerican	271	74.90%
Hispanic/Latino	92	25.40%
White	7	1.90%
Two or More Races	5	1.40%
Gender		
Male	232	64.10%
Female	135	37.30%
Grade Level		
9th	167	46.10%
10th	103	28.50%
11th	60	16.60%
12th	72	19.90%
Special Student Population		
Special Education Students	121	25.60%

Discipline Incidents as of May 2018	**506**
Discipline Incidents as of May 2019	**413**
Discipline Incidents as of May 2020 * (COVID)	381
Discipline Incidents as of May 2021	62
Discipline Incidents as of May 2022	295
Discipline Incidents as of May 2023	278
Discipline Incidents as of May 2024	312
Discipline Incidents as of May 2025	362

Demographics Strengths

- The second senior class of Early College High School is graduating this year. Our total enrollment for Early College High School (ECHS) increased to 325.
- The overall attendance rate remains the same.
- Enrollment continues to increase year after year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance rate is 92.3%, lower than the district goal.
Root Cause: Some students may not be engaged in the wider school community. Others may be dealing with issues beyond their control, such as mental or physical illnesses, family crises, etc.

Problem Statement 2: Students in the lower grade levels have more discipline incidents.
Root Cause: Students are still maturing and struggle with social and emotional stressors.

Student Learning

Student Learning Summary

Marshall continues its goal of increasing its number of students to become Post-Secondary Readiness. The campus promotes college awareness each Wednesday through its "College and Career Wednesday." Representatives and volunteers from surrounding areas, such as 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. Students attend two college fairs held on campus. We take students on college tours across the greater Houston area monthly.

The Early College Program has increased our enrollment numbers. However, our focus remains on students prepared for post-secondary credit. Working in conjunction with Houston Community College, Marshall offered students dual credit classes to students. The College and Career Readiness Counselor (CCRA) worked closely with recruiting students for the Dual Credit Program. Over the years, we have not experienced success with dual credit and some AP courses as we would have liked; therefore, in the upcoming school year, we offered several Onramps courses through the University of Texas. These courses replaced dual credit and some of our advanced placement courses. We offered Rhetoric, Statistics, US History, and Physics. We added AP courses in African American History and Human Geography.

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

This year, the number of TSIA2 testers on campus has significantly increased. Students enrolled in Early College must meet minimum standards on the test to remain a part of the program.

TMHS DATA	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
STAAR Algebra	69%	67%	N/A	48%	43%	60%	70%	52%
STAAR Biology	79%	81%	N/A	71%	72%	80%	82%	89%
STAAR English 1	45%	48%	N/A	54%	52%	53%	55%	59%
STAAR English 2	50%	54%	N/A	58%	59%	59%	63%	64%
STAAR US History	80%	92%	N/A	74%	81%	91%	93%	92%
Attendance Rate	94.17%	95.27%	N/A	95.41%	90.49%	92.80%	92.36%	92.30%
Scholarship Totals	$10,208,454	$19,713,608	$27,113,409	$40,372,648	$41,117,200	$42,064,918	$30,059,401	$40,601,429
CCMR	27%	27%	N/A	27%	28%	46%	66%	72%

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.

- Biology, English I, English II, and U.S. History STAAR areas either grew or maintained passing percentages for STAAR Spring 2024.
- Growth of CCMR over the past three years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not making the same progress in Algebra I and English I as they are in Biology.
Root Cause: The Algebra I and English I had some new teachers, both new to the campus and new to profession, loss of the math interventionist early in the school year, and they have not had the same amount of support as previously given.

Problem Statement 2: There has been a small increase, over the years, in the number of students meeting requirements associated with gaining post-secondary credit.
Root Cause: Historically, there has been limited opportunity for dual credit offerings, and students who take dual credit courses struggle with college-level rigor.

Problem Statement 3: Our students' average scale score has not improved over the past few years on SAT, ACT, and TSIA2.
Root Cause: Students lack specific content knowledge and academic skills necessary for college and career readiness due gaps in learning and teachers' inability to teach at the level of rigor of the TEK.

School Processes & Programs

School Processes & Programs Summary

The school counselors have been instrumental in providing mental health support to students and faculty. The school counselors help students to resolve conflicts and learn how to deal with issues such as anger management and bullying. They help connect families with mental health providers when needed and deal with home insecurities such as utilities as well as access to food.

In addition to the School Counselors, we would like to continue to provide more help to our students by partnering with outside mentors as well because the need is so great on our campus, and serious issues outside the school impact their success in school heavily. We believe the additional support of mentors will help deter the increase in negative behaviors we saw over the school year, as documented in the discipline data.

Date	Total # of Incidents	Rate
May 2018	663	22.23%
May 2019	595	19.43%
May 2020 * (COVID)	530	19.27%
May 2021 * (COVID)	87	4.09%
May 2022	426	14.71%
May 2023	493	13.81%
May 2024	599	14.68%
May 2025	707	17.09%

We started the year by introducing all of our teachers, several of whom were year 1 teachers, to topics such as classroom management, PLC expectations, effective Tier 1 instruction, and special populations at the BOY school professional development days. We focused on these topics 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 create meaningful systems within their classrooms and meaningful relationships with their students.

Based on meeting agendas and sign-in sheets, the campus offered staff various professional learning opportunities. PLC agendas and minutes showed teams engaged in micro PD sessions on topics the team showed a need for or what they desired to learn more about. While on campus, Instructional Coaches for each subject area were instrumental in the effectiveness of PLCs and what occurred in the classrooms.

Throughout the school year, new campus teachers on campus attended New Teacher Meetings, led by one of the campus teachers and/or the dean. 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 & sessions where they could come in and express concerns or ask questions, etc.

Most importantly, though, we were not fully staffed for most of the school year. Throughout the year, we have lost staff for 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 across the campus.

School Processes & Programs Strengths

- The School Counselors have been instrumental in providing mental health support to students and faculty.
- Even with a slight increase we have still been trending down in the total number of discipline infractions since 2018.
- We had two National College Board Award Recipients.
- Academic Decathlon, competed at Regionals.
- Superior Ratings at Concert & Sight-Reading Contest both Band & Orchestra.
- UIL State Solo and Ensemble Medalist.
- 25 Students participated in the Houston Livestock and Rodeo Art contest. All students receive at least Blue, Red, or White ribbons.
- 9 Students Participated in V.A.S.E. with 7 winning District Gold.
- As a department $761,850.00 in Fine Arts scholarships were received by our very own TMHS students.
- FFA State Finalist for Soil Stewardship.
- DECA State Finalist.
- Football District & Regional Champions.
- Boys Basketball advanced to Quarterfinals.
- Girls and Boys District Champions
- Girls and Boys Area Champions
- Girls and Boys Regionals Champions
- Girls and Boys State Champions
- Male Team of the Year- Boys Track
- Marshall Tennis team district qualifier.
- Girls swim Regional Finals
- 40,601,429 million dollars in scholarships

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 highly qualified, committed teachers.

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

Perceptions

Perceptions Summary

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 All-Star students 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. Many parents want more contact about their student's 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.

Perceptions Strengths

- Parents felt their 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 School 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.
- PTO supports all programs and departments on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was a large increase in the number of students dealing with instabilities at home that are out of their control.
Root Cause: Students are struggling to deal with social and emotional issues they are experiencing and act out in response.

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

Problem Statement 3: We did not have most parents complete this year's survey.
Root Cause: Parents may have been unaware or had sufficient time to complete this year's survey.

Priority Problem Statements

Problem Statement 1: Students are not making the same progress in Algebra I and English I as they are in Biology.

Root Cause 1: The Algebra I and English I had some new teachers, both new to the campus and new to profession, loss of the math interventionist early in the school year, and they have not had the same amount of support as previously given.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The overall attendance rate is 92.3%, lower than the district goal.

Root Cause 2: Some students may not be engaged in the wider school community. Others may be dealing with issues beyond their control, such as mental or physical illnesses, family crises, etc.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We have not been fully staffed all school year.

Root Cause 3: We have been unable to find highly qualified, committed teachers.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Discipline issues has a direct correlation to students' attendance.

Root Cause 4: Student attendance is irregular due to various discipline issues including, mental and social.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There was a large increase in the number of students dealing with instabilities at home that are out of their control.

Root Cause 5: Students are struggling to deal with social and emotional issues they are experiencing and act out in response.

Problem Statement 5 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)
- 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
- 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

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June 2026, Thurgood Marshall will increase overall student achievement in Math by 15% as indicated by STAAR EOC.

High Priority

HB3 Goal

Evaluation Data Sources: Summative Evaluation Data Sources:
* By June 2026, increase performance on Approaches in Algebra I STAAR from 52% to 65%.
*   By June 2026, increase performance on Approaches in ELA 1 and STAAR from 59% to 70% and from 64% to 75% for ELA 2.
* By June 2026, increase performance on Meets on all tested STAAR areas of at least 30%.

Strategy 1 Details	Reviews			
Strategy 1: Utilize corresponding protocols to collaboratively plan, analyze data, and model effective instructional strategies with the support of the campus instructional coaches, and deans during PLC.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Effective use of PLC protocols Change in instructional practices Positive impact on student growth and achievement Closing the Gap STAAR Prep English Language Support for EB Students **Staff Responsible for Monitoring:** Teachers Instructional Coaches Interventionists Admin. Team **- 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 1: Strong School Leadership and Planning, 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**	Some Progress			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Admin. Team District Personnel **Title I:** 2.51, 2.52, 2.53 - **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Utilize formative and summative assessment to drive instruction and monitor students' growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Change in instructional practices	**Oct**	**Dec**	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Admin Team **Title I:** 2.53 - **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**	Some Progress			

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.	Formative			Summative
	Oct	Dec	Feb	June
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:** 2.53 - **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**	Some Progress			

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, progressing throughout the year, and completing tests (such as TSIA2, AP, SAT, and ACT) associated with college prep, college-level and dual credit courses such as UT OnRamps.	Formative			Summative
	Oct	Dec	Feb	June
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:** 2.52, 2.53 - **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	Some Progress			

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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 AP Coordinator **Title I:** 2.51, 2.52, 2.53 **- 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	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Provide all small population students to include SPED/EB/LEP with additional supports in reading skills, writing skills, and speaking skills with supplemental resources and interventions targeting improvement in literacy and overall numeracy skills.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students who are coded within a small population will show at least one level of growth as measured by NWEA-MAP Growth in parental involvement with Parent Educator and Teachers. **Staff Responsible for Monitoring:** EB Specialist, ESL Teacher, Parent Educator, Drop-Out-Prevention Specialist, Special Education Case Managers **Title I:** 2.51, 2.53 **- 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**	Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026, Thurgood Marshall will increase overall student achievement in ELA by 15% as indicated by STAAR EOC.

High Priority

HB3 Goal

Evaluation Data Sources: Summative Evaluation Data Sources:
* By June 2026, increase performance on Approaches in Algebra I STAAR from 52% to 65%.
*   By June 2026, increase performance on Approaches in ELA 1 and STAAR from 59% to 70% and from 64% to 75% for ELA 2.
* By June 2026, increase performance on Meets on all tested STAAR areas of at least 30%.

Strategy 1 Details	Reviews			
Strategy 1: Utilize corresponding protocols to collaboratively plan, analyze data, and model effective instructional strategies with the support of the campus instructional coaches, and deans during PLC.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Effective use of PLC protocols Change in instructional practices Positive impact on student growth and achievement Closing the Gap STAAR Prep English Language Support for EB Students **Staff Responsible for Monitoring:** Teachers Instructional Coaches Interventionists Admin. Team **- 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 1: Strong School Leadership and Planning, 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**	Some Progress			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Admin. Team District Personnel **Title I:** 2.51, 2.52, 2.53 **- 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Utilize formative and summative assessment to drive instruction and monitor students' growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Change in instructional practices	**Oct**	**Dec**	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Admin Team **Title I:** 2.53 - **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**	Some Progress			

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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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:** 2.53 **- 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**	Some Progress			

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, progressing throughout the year, and completing tests (such as TSIA2, AP, SAT, and ACT) associated with college prep, college-level and dual credit courses such as UT OnRamps.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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:** 2.52, 2.53 **- 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	Some Progress			

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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 AP Coordinator **Title I:** 2.51, 2.52, 2.53 **- 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	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Provide all small population students to include SPED/EB/LEP with additional supports in reading skills, writing skills, and speaking skills with supplemental resources and interventions targeting improvement in literacy and overall numeracy skills.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students who are coded within a small population will show at least one level of growth as measured by NWEA-MAP Growth in parental involvement with Parent Educator and Teachers. **Staff Responsible for Monitoring:** EB Specialist, ESL Teacher, Parent Educator, Drop-Out-Prevention Specialist, Special Education Case Managers **Title I:** 2.51, 2.53 **- 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**	Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By June 2026, Thurgood Marshall will increase overall student achievement by 15% as indicated by CCMR.

High Priority

HB3 Goal

Evaluation Data Sources: Summative Evaluation Data Sources:
* By June 2026, increase performance on all CCMR outcomes to 90 % of students being designated as college and career ready.

Strategy 1 Details	Reviews			
Strategy 1: Utilize corresponding protocols to collaboratively plan, analyze data, and model effective instructional strategies with the support of the campus instructional coaches, and deans during PLC.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Effective use of PLC protocols Change in instructional practices Positive impact on student growth and achievement Closing the Gap STAAR Prep English Language Support for EB Students **Staff Responsible for Monitoring:** Teachers Instructional Coaches Interventionists Admin. Team - **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 1: Strong School Leadership and Planning, 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**	Some Progress			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Admin. Team District Personnel **Title I:** 2.51, 2.52, 2.53 - **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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Utilize formative and summative assessment to drive instruction and monitor students' growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Change in instructional practices	**Oct**	**Dec**	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Admin Team **Title I:** 2.53 - **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**	Some Progress			

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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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:** 2.53 - **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**	Some Progress			

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, progressing throughout the year, and completing tests (such as TSIA2, AP, SAT, and ACT) associated with college prep, college-level and dual credit courses such as UT OnRamps.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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:** 2.52, 2.53 - **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	Some Progress			

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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 AP Coordinator **Title I:** 2.51, 2.52, 2.53 - **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	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Provide all small population students to include SPED/EB/LEP with additional supports in reading skills, writing skills, and speaking skills with supplemental resources and interventions targeting improvement in literacy and overall numeracy skills.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students who are coded within a small population will show at least one level of growth as measured by NWEA-MAP Growth in parental involvement with Parent Educator and Teachers. **Staff Responsible for Monitoring:** EB Specialist, ESL Teacher, Parent Educator, Drop-Out-Prevention Specialist, Special Education Case Managers **Title I:** 2.51, 2.53 - **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**	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June 2026, Thurgood Marshall High School will increase staff, student, and parent satisfaction by 5%, as measured by the annual culture and climate survey, by strengthening a positive school culture and climate. This will be achieved through targeted professional development and consistent implementation of a schoolwide PBIS system that reinforces, reminds, and redirects students to expected behaviors. Success will also be evidenced by a reduction in overall student disciplinary infractions.

High Priority

Evaluation Data Sources: Formative Evaluation Data Sources:
* 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 Evaluation Data Sources:
* By June 2026, 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 by 5%.
*   By June 2026, Thurgood Marshall will improve the overall satisfaction of the staff, students, and parents satisfaction by 5% as shown by the annual culture and climate survey.

Strategy 1 Details	Reviews			
Strategy 1: Provide faculty and staff with Positive Behavioral Interventions and Supports training throughout the school year through our monthly faculty/grade level meetings.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 **Title I:** 2.53 - **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**	Some Progress			

Strategy 2 Details	**Reviews**			
Strategy 2: Utilize PBIS signage, protocols, strategies to promote a positive school culture that serves the well rounded student.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	Moderate Progress			

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. Communicate these opportunities will parents and invite to volunteer on these trips.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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:** 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Utilize campus Student Support Teams facilitated by Dean 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 One Associate Principal **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, 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**	Some Progress			

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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions **Staff Responsible for Monitoring:** Data Clerk Counselors Administration **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	Some Progress			

Strategy 6 Details	**Reviews**			
Strategy 6: Monitor Tier 3 students overall behavioral, attendance, and achievement data using a Guidance Facilitator to promote well rounded students and provide positive incentives and needed resources.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions **Staff Responsible for Monitoring:** Guidance Facilitator Counselor Social Worker **Title I:** 2.52, 2.53 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Some Progress			

Strategy 7 Details	**Reviews**			
Strategy 7: Monitor and recognize grade levels and classes meeting the overall attendance goal through the use of tracking system. Grade levels will be recognized each six weeks, Classes each nine weeks, incentives will be given.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Reduced Failure Rate, Increased Attendance Rate, Decrease Student Infractions **Staff Responsible for Monitoring:** Admin. Team, Counselors, Drop-Out Prevention Specialist, Teachers Title One Associate Principal Guidance Facilitator **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Some Progress			

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

> **Evaluation Data Sources:** * 199 Budget Review

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings with EA to review expenditures to ensure purchases on 199 side align to improving student outcomes. Monthly budget reports, CPAC minutes incl. discussion of budgeted items, etc	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Improved overall student outcomes **Staff Responsible for Monitoring:** Principal, Executive Assistant	Some Progress			
Problem Statements: Perceptions 1 **Funding Sources:** General Supplies - 199 General Fund				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There was a large increase in the number of students dealing with instabilities at home that are out of their control. **Root Cause**: Students are struggling to deal with social and emotional issues they are experiencing and act out in response.

State Compensatory

Budget for Marshall High School

Total SCE Funds: $300,000.00
Total FTEs Funded by SCE: 6.5
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

Name	Position	FTE
Adrienne Collins	Title I Specialist	1
Chadedric Clayton	Science Instructional Coach	1
Daphne Thompson Bennett	College and Career Counselor	0.5
Georgia Moss	English Instructional Coach	1
Jose Gonzalez	Parent Educator	1
Kelly	Epega	1
Marisa Rey	Social Studies Instructional Coach	1

Title I Personnel

Name	Position	Program	FTE
Adrienne Collins	Instruction Specialist CCMR T1	College Readiness	1.0
Georgette Martin	Interventionist Math SEC-T1	Math	1.0
Georgia Moss	Instructional Coach-LIT T1	ELA	1.0
Kelly Epega	Instruction Coach-Math T1	Math	1.0
Marisa Rey	Instructional Coach-Social Studies T1	Social Studies	1.0

Campus Funding Summary

			199 General Fund		
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	General Supplies		$0.00
				Sub-Total	$0.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
012 MARSHALL	MARSHALL H	THURGOOD	COOR CAMPUS ASSESSMENT	0.5	FARAWE	ANGEL	1 30		012	A	PRINCIPAL HS
012 MARSHALL	MARSHALL H	THURGOOD	TEACHER HS MATH	1	WHITE	DEZRA	1 30		012	A	PRINCIPAL HS
012 MARSHALL	MARSHALL H	THURGOOD	TEACHER HS MATH	1	FITZGERALD	PHILLIP	1 30		012	A	PRINCIPAL HS
012 MARSHALL	MARSHALL H	THURGOOD	TEACHER HS ELA/COACH	1	BAKER	HARVEY	1 30		012	A	PRINCIPAL HS