Thurgood Marshall Elementary School

2016-17 Schoolwide Improvement Plan

Thurgood Marshall Elementary School

800 NW 13TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Thurgood Marshall Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Thurgood Marshall Elementary Health and Environmental Wellness School, our MISSION is to ensure that all students attain maximum academic achievement while maintaining our dedication to providing a safe and caring environment. We embrace high expectations with an emphasis on a healthy lifestyle for all students. Staff, parents, and community will form an active partnership to encourage every student to reach his or her highest potential

b. Provide the school's vision statement.

The VISION of the Thurgood Marshall Elementary Innovative Program is to be healthy, be active, learn, and achieve our goals

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Thurgood Marshall Elementary School has a Community Liaison that assists with building relationships between our parents/community and the school by functioning as a "School Connector". The role of the Community Liaison is to connect neighborhood residents, businesses, volunteers, and local institutions in order to build mutually beneficial relationships with the school. In addition, our school guidance counselor and leadership team facilitate school events for students, their families, and the community. Families are provided with information regarding local agencies and local community support available to families.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The guidance counselor welcomes every student to the school by conducting classroom visits. Information is shared regarding "safe people" that students may speak with if they are in need of assistance. Students are also provided with action steps for dealing with personal issues and peer conflicts. Bullying prevention instruction is provided to every class and information is also shared with students' families. In addition, there is a visible staff presence at strategic locations during transition times and school dismissal.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All faculty and staff were provide with CHAMPs professional development. Students and staff are informed of the CHAMPS school wide behavioral system during a student assembly and staff presentation. CHAMPS system is visible school-wide in student and staff created posters. The school behavior plan is reviewed every month by faculty and staff to: analyze results, make any necessary plan revisions, and identified areas of the plan that need to be reviewed. thatThe school disciplinary/ behavior committee meets to revise the school behavioral system annually and on an as needed basis. The behavioral plan includes school and student responsibilities, guidelines for success, rules,

consequences, behavior tracking, and school/parent communication. The behavioral system is monitored by school administration and information is disseminated during team meetings.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Thurgood Marshall students and families have access to a full-time family counselor and guidance counselor. We provide mentoring programs to both boys and girls. Student surveys are given in order to form mentoring groups based on individual student needs. Relationship are formed with outside agencies in order to provide counseling services both at home and at school.Students are linked to outside counseling agencies as needed. The school social worker assists in meeting student needs by providing services to families identified as requiring assistance. Families are provided with information to assist with student transition to middle school including, feeder school and magnet school information.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Perfect attendance incentive
Support Staff assigned to targeted students to provide support and mentoring while monitoring students attendance

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/318928.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The assistant principal oversees school partnerships with the assistance of the school's Community Liaison, leadership team, staff, and faculty. Partnerships are maintained through: partnering on school events, email and phone communication, in-person visits, the school website partnership section, and SAC/SAF meetings. Partners provide financial assistance, materials, community connections, and academic enrichment. Partnerships are sustained by creating mutually beneficial relationships and a partnership calendar.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Billins, Michael	Principal
Bedward, Tamar	School Counselor
Kaigler, Delphia	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The function and responsibilities of the school-based leadership team members as related to the school's MTSS and SIP are as follows:
* The building principal ensures that the MTSS processes are aligned with School Improvement targets, goals, and strategies; enforces school and district policies; determines allocations of resources; appoints the MTSS Coordinator and team members; determines frequency and locations of MTSS meetings; evaluates the effectiveness of the MTSS process and team members, reports the progress of the MTSS process to the School Advisory Council, faculty and staff, and provides administrative support to the MTSS team in the accomplishment of their tasks.
* The assistant principal provides student assessment/behavior data, schedules, parent/student

conference information, arranges for class coverages for teachers, assists the team in matching behavioral and academic interventions with student deficiencies, ensures that the MTSS processes are aligned with School Improvement targets, goals, and strategies; enforces school and district policies; evaluates the effectiveness of the MTSS process and team members, reports the progress of the MTSS process to the School Advisory Council, faculty and staff, and provides administrative support to the MTSS team in the accomplishment of their tasks.

* The MTSS Coordinator, schedules MTSS meetings,sets agendas maintains a database, contacts parents, and assigns management of cases to the team members. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Furthermore, the coordinator, through the collaborative discussion among the members of the MTSS team and teachers of referred students, faciltitates decisions regarding modifications needed to the core curriculum and/or management of student behavior based on data points and graphs. Students are then moved through the various MTSS Tiers.

* The Reading, Math, Science coaches act as case managers and provide data and subject knowledge expertise for the MTSS team. As case managers, MTSS members, observe students and report back to the MTSS team. MTSS coaches, in addition, assist teachers in matching interventions with identified student academic deficiencies. Coaches are also instrumental in the development of the SIP based upon MTSS membership.

* Other members include the following:

- Classroom teacher - whose role includes following the MTSS referral process by completing all paperwork necessitated to initiate an MTSS referral; and implementing monitoring and recording interventions data in a timely manner.

- School Psychologist, whose role includes assisting teachers in capturing psychometric data to measure intervention efficacy, and referring for students to outside agencies.

- School social worker, whose role includes assisting with attendance/ family/residence/health issue concerns.

- Exceptional Student Educational Specialist - whose role includes sharing academic and behavioral ESE strategies/interventions with general education teachers.

- English Speakers' of other Languages (ELL) Coordinator whose role includes ensuring that ESOL strategies are being implemented for referred ELL students, ESOL classifications are accurate, and assisting in communicating with families of ELL students.

- Community Liaison, whose role includes the addressing of immediate family concerns that may help to ameliorate student deficiencies.

Each of the aforementioned members contributes expertise in his/her area, to assist in the formulations of MTSS decisions with the shared objective of meeting the needs of all referred students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

As outlined in the data-based problem-solving processes for the implementation and monitoring of the school's MTSS and SIP structures the school deploys the following actions to address the effectiveness of core instruction, resource allocation (funding and staffing), teachers support systems, and small group and individual student needs :

* The school regularly administers standardized and non standardized assessments (district and in-house assessments); the results of these assessments are reviewed and analyzed; and based upon the analyses of the findings, decisions are formulated with regard to core, supplemental and intervention curriculum choices, utilization of staff/resources, Professional Development choices, scheduling options, groupings within classes/grades, and one-on-one instruction.

* The school regularly schedules Leadership Team meetings to review assessment data, patterns of strengths/weaknesses in instructional delivery, instructional programs, interventions; and identifies trends to ensure continuous improvement.
* As new student assessment data surface, Data Conferences are scheduled with administration and teachers at each grade level to compare each student's current level of performance with baseline data; if student assessment data demonstrate steady gains, instructional practices are continued; conversely, if little or no gains are demonstrated existing instructional practices may be intensified or alternative programs may be recommended.
* A data base of student assessment data is maintained to track the progress of all students.

Federal, state and local funds, services, and programs are oordinated and integrated in the this school through the following:
Title I, Part A - Services provide additional funding for teachers to assist students, particularly low performing students, during the instructional day. Parental activities are planned and a Community Liaison is
also provided to assist parents in improving the academic performance of their children. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.
Title I, Part D - The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district Prevention Programs.
Title II -The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.
Title III - Services are provided through the district for educational materials; English Language Learner (ELL) district support services are specifically provided to improve the education of immigrants and English Language Learner students.
Nutrition Program -The school has been awarded the USDA Fresh Fruit and Vegetable Program Grant for the fifth year that
provides students with snacks of fruits or vegetables three times per week.
Supplemental Academic Instruction (SAI) funds are used to provide additional tutoring after school and for
additional instructional support for students during the school day. Approximately 50% of a teacher is provided through this budget.
Violence Prevention -The school uses the district anti-bullying protocol; counseling is provided by the school counselor, referrals
are made for counseling through Starting Place, Inc., Chrysalis Center, and Children's Home Society.
Head Start - The school operates one Head Start program that provides educational,health, social, and psychological services to four year old students.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Delphia Kaigler	Education Support Employee
Michael Billins	Principal
Michelle Dulcos	Parent
Raya McCray	Business/Community
	Teacher
Yanick Prince	Education Support Employee
Darcy Rusian	Teacher
Lawanda Thomas	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC is charged with monitoring the school's progress towards identified goals. The SAC committee works with school staff, administration, community members, and parents through discussion of MTSS and SIP structures during committee meetings. Progress monitoring updates are provided during SC meetings and suggestions are made if plan revision is required to meet the goals stated in the SIP.

b. Development of this school improvement plan

SAC members are apprised of School Improvement Plan goals, strategies, and assessment data. Through the SAC process, the members participate in the development, review, and evaluation of the SIP plan.

c. Preparation of the school's annual budget and plan

SAC members are briefed on the school's annual budget plan by the principal. They are afforded the opportunity to provide their input and ask questions. Through the SAC process, the members participate in the review of the school budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Projected use of SAC funds is forthcoming. 201602017 Allocation
Accountability:$ 1,976.00
Carry Over from previous years: $5,321.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Kaigler, Delphia	Instructional Coach
Chestnut, Antonette	Teacher, K-12
Billins, Michael	Principal
Darby, Debbie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT team initiatives this year will primarily focus on the implementation of activities that promote FSAs and Career Readiness and increase student achievement. The initiatives are follows:
• Ensuring that text complexity along with instructional rigor close reading and rereading of texts is central to lessons; continuing to provide students with many opportunities to engage in reading and listening of complex text materials.
• Working to assist teachers in providing scaffolding that does not replace text reading by students.
• Working to continue assisting teachers in the development of text dependent questions from a range of DOK level question types.
• Continuing to have teachers emphasize that students must support their answers based upon evidence from the text.
• Working to increase research and writing opportunities (claims and evidence).
• Continuing to use data to analyze instructional effectiveness and adjust instruction and resources to meet
student learning and intervention needs.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level teams share a 45 minute common planning time on a daily basis. In addition, teachers have 30 minutes of common planning time at the end of each day and 5 minutes in the morning to collaborate. Teachers are also members of a Professional Learning Community where they are provided time on a monthly basis to analyze data, utilize high effect size strategies, collaborate, and plan instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

To recruit and retain highly qualified, certified-in-field, effective teachers to the school the district provides a Job Fair. The school administrators are responsible for hiring highly qualified teachers from the pool of applicants. New teachers are paired with district induction coaches. Teachers receive additional support from their team leaders. The school also implements a New Educator Support System (NESS) within the school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentoring program/plan includes pairings of teachers and year long developmental activities. Teachers who are new to the school or new to a subject or grade level are paired with experienced teachers. Pairings are based upon levels of experience in subject areas and/or grade levels and educational compatibility. Mentoring activities include timely meetings, mentors and mentees observing each other, modeling best practices, providing feedback and discussing improvements to classrooms

and instructional practices. Mentors also share activities such as providing new teachers grade level content information and resources, Second Generation Sunshine State Standards, FSAs and District and school policies. In addition, mentors make recommendations to mentees in areas of Professional Development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

A Care (Curriculum Assessment for Remediation and Enrichment) to be The Best detailed progress cycle plan is being implemented to ensure our core instructional programs and materials are aligned to the Florida State Standards. In addition, interdisciplinary Focused Units of Study that correlate to our Health and Environmental Wellness Innovative Program will be implemented. The plan includes formative assessments being given every 4 weeks to monitor progress and drive instructional practice. In addition, instructional coaches will meet with grade level teams to provide feedback and support. Teachers instructional practices will be monitored using a tiered support system and iObservation. Teachers will participate in PLCs focusing on effective delivery of the Florida State Standards. This year the school will also participate in School City, as assessment program, along with other schools identified in the lowest 300.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Thurgood Marshall Elementary is currently following the CARE model through a progress monitoring cycle. Teachers administer formative assessments every four weeks, which target specific standards that are aligned to the new LAFS, MAFS, and FSA. Teachers will then use the data to either provide remedation or provide enrichment. Supplemental resources are used to differentiate instruction on a daily basis in a small group setting. The various resources are Quick Reads, Phonics for Reading, Elements of vocabulary, Journeys Write-in Readers, and leveled readers. The teachers will continue to progress monitor students throughout the year. Teacher have scheduled 90 minutes per day common planning time to: analyze data, review instructional strategies, and plan remediation/ enrichment.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

Extended Learning will be provided to all students with a focus on Literacy for an extra 60 minutes daily

Strategy Rationale

Thurgood Marshall is currently in the lowest 300 performing schools Reading that moved to an extended learning day schedule for students showed significant improvement in student learning gains.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Billins, Michael, michael.billins@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative Assessments will be administered to all students participating in the extended learning school program in reading, math, writing, and science. ELA assessment data will be collected and monitored by the reading, science, and math coaches to determine the effectiveness of the extended day intervention plan. Results will be captured and analyzed. Teachers will review data to drive instruction. They will be given 90 minutes of common planning time daily.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Thurgood Marshall Elementary School houses three preschool units; one Exceptional Student Education
(ESE) Pre-School unit and two Head Start (HS) unit, respectively. With regard to the logistics of registration of the pre-kindergarten students at the elementary schools, the HS and ESE Pre-School staffs ensure a smooth transition to kindergarten by clearly specifying the necessary enrollment processes
and timelines to all families participating in the programs. The preschool family services support teams,
classroom teachers, and Exceptional Student Education Specialist (ESE) provide ongoing guidance to the
families of preschool students by indicating the corresponding home schools of the students, immunization
requirements, and dates scheduled for kindergarten roundups, if applicable, at prospective schools.
Communication can occur between community childcare centers and this school via school newsletters,
flyers, the website of the school, and additionally through the child care centers that directly service our

students in after care programs.

To ensure school readiness, the Head Start (HS) Program implements a literacy, math, and science curricula.

The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed

to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum

report, detailing the ongoing assessment of students, is placed in the cumulative folders to familiarize kindergarten teachers with the progress of HS students in the program.

To ensure school readiness, the Exception Student Education (ESE) Pre-School programs implement the Creative Curriculum Early Literacy Program, Skills Streaming in Early Childhood, and education in Social

Skills. ESE Pre-Kindergarten students continued to be closely monitored in kindergarten in accordance with

their Individual Education Plan (IEP).

Thurgood Marshall Elementary offers a Pre-Kindergarten program inventory for kindergarten. This is administered to all preschoolers as an initial diagnostic to determine the specific skills and knowledge of

students and as a final assessment tool as students prepare to transition to kindergarten. Upon promotion to

kindergarten, The Florida Kindergarten Readiness Screening (FLKRS), the Diagnostic Reading Assessment

(DRA) and the Florida Assessments for Instruction in Reading (FAIR) are administered.

Families are provided with information to assist with student transition to middle school including, feeder school and magnet school information. The school guidance counselor is available to students and families for transition counseling.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Partners with chik-fil-a

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

n/a

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Science and Math will be taught everyday. Math and Science Instructional coaches will will provide STEM support to all grade levels. Teachers will follow a progress cycle calendar and use formative assessment data to drive instruction and determine remediation/enrichment needs in reading, math, science, and writing. 5th grade students have a one hour daily STEM instructional hour as part of their schedule. School partners and field trips will provide various opportunities on and off campus for students to learn about careers.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers implement effective research-based instructional ELA strategies and students monitor their own progress, then student literacy achievement will improve school-wide.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers implement effective research-based instructional ELA strategies and students monitor their own progress, then student literacy achievement will improve school-wide. `1a`

🔍 G084549

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	33.0
Science Achievement District Assessment	25.0
FSA ELA Achievement	35.0
FSA Mathematics Achievement	35.0

Targeted Barriers to Achieving the Goal `3`

- Need to build teacher capacity in the following areas, classroom management and aligning instruction to the Florida State Standards.

- Students do not monitor their own progress towards learning goals

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Human Resources: Instructional Coaches, In-house expertise, School-Based leadership team.

- Positive initiatives: AR Rewards, Honor Roll Assemblies,"I Caught You Reading", STARS for Staff, School Store

- Instructional Resources: Kinesthetic Classrooms, Innovative Program, Focus Units of Study, CHAMPS

- Technology: Webinars, Marzano Model Videos, Promethean Boards, iReady, Laptops, LEAP Motion

Plan to Monitor Progress Toward G1. `8`

Collect and analyze student formative assessment data and iObservation data

Person Responsible
Delphia Kaigler

Schedule
Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion
Student progress monitoring data sheets Teacher performance feedback forms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If teachers implement effective research-based instructional ELA strategies and students monitor their own progress, then student literacy achievement will improve school-wide. `1`

🔑 G084549

G1.B1 Need to build teacher capacity in the following areas, classroom management and aligning instruction to the Florida State Standards. `2`

🔑 B224671

G1.B1.S1 Implement CHAMPS school-wide behavior plan. `4`

🔑 S237075

Strategy Rationale

Build teacher capacity in classroom mamnagement.

Action Step 1 `5`

Conduct a needs assessment with faculty

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Disciplne Matrix System

Action Step 2 `5`

Schedule and arrange CHAMPS trainging

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

sign-in sheets data from classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Conduct classroom walk-throughs and school-wide observation

Person Responsible

Delphia Kaigler

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

iObservation data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Analysis of school-wide behavior related data

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

decrease in referrals, an increase in student achievement, and teacher effectiveness

G1.B1.S2 Professional Development is Performance Scales and Goals 4

🔑 S237076

Strategy Rationale

Ensure teachers and students are monitoring progress towards mastery of the Florida State Stadards

Action Step 1 5

Conduct a needs assessment

Person Responsible

Delphia Kaigler

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student samples Student increase of formative assessments

Action Step 2 5

Instructional Coaches with conduct professional Development on Performance Scales and Goals

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

sign-in sheets data from analysis

Action Step 3 [5]

Teachers will implement the use of Performance Scales and Goals

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Students samples classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Data will be monitored on mylearningplan and PLC notes will be reviewed

Person Responsible

Delphia Kaigler

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

Goals and scales will be shared with team members. Goals will be displayed in classrooms sample of students self progress monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 [7]

Teachers will share data from students will PLC members for suggestion for remediation and enrichment groups

Person Responsible

Delphia Kaigler

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

Students samples Data chats

Broward - 3291 - Thurgood Marshall Elem. School - 2016-17 SIP

Thurgood Marshall Elementary School

G1.B2 Students do not monitor their own progress towards learning goals 2

🔑 B224672

G1.B2.S1 Students will need to learn how to monitor their own progress towards learning goals. 4

🔑 S237077

Strategy Rationale

Students need to take ownership for their learning.

Action Step 1 5

Instructional coaches and teachers will identify goal setting tools

Person Responsible

Delphia Kaigler

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

sign-in sheets variety of monitoring tools

Action Step 2 5

Coaches will train teachers on how to use tools with students

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

sign-in sheets classroom walkthroughs iObservation reports

Action Step 3 5

Students will use monitoring tools to create goals

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

students data samples analysis data from formative assessments

Action Step 4 5

Teachers will support students in monitoring their learning

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

increase in student achievement on formative assessments iObservation data student samples

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct monthly data chats with teachers

Person Responsible

Delphia Kaigler

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Students data folders student samples increase of formative assessment data provide feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student data chats with teachers

Person Responsible

Delphia Kaigler

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

Students data chats student self monitoring teacher feedback student achievement data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔍 M312353	Collect and analyze student formative assessment data and iObservation data	Kaigler, Delphia	8/15/2016	Student progress monitoring data sheets Teacher performance feedback forms	6/9/2017 monthly
G1.B1.S1.MA1 🔍 M312347	Analysis of school-wide behavior related data	Kaigler, Delphia	8/15/2016	decrease in referrals, an increase in student achievement, and teacher effectiveness	6/9/2017 monthly
G1.B1.S1.MA1 🔍 M312348	Conduct classroom walk-throughs and school-wide observation	Kaigler, Delphia	8/15/2016	iObservation data reports	6/9/2017 daily
G1.B1.S1.A1 🔍 A306242	Conduct a needs assessment with faculty	Kaigler, Delphia	8/15/2016	Disciplne Matrix System	6/9/2017 monthly
G1.B1.S1.A2 🔍 A306243	Schedule and arrange CHAMPS trainging	Kaigler, Delphia	8/15/2016	sign-in sheets data from classroom walkthroughs	6/9/2017 monthly
G1.B2.S1.MA1 🔍 M312351	Student data chats with teachers	Kaigler, Delphia	8/29/2016	Students data chats student self monitoring teacher feedback student achievement data	6/9/2017 every-3-weeks
G1.B2.S1.MA1 🔍 M312352	Conduct monthly data chats with teachers	Kaigler, Delphia	8/29/2016	Students data folders student samples increase of formative assessment data provide feedback	6/9/2017 monthly
G1.B2.S1.A1 🔍 A306247	Instructional coaches and teachers will identify goal setting tools	Kaigler, Delphia	8/29/2016	sign-in sheets variety of monitoring tools	6/9/2017 every-3-weeks
G1.B2.S1.A2 🔍 A306248	Coaches will train teachers on how to use tools with students	Kaigler, Delphia	8/29/2016	sign-in sheets classroom walkthroughs iObservation reports	6/9/2017 monthly
G1.B2.S1.A3 🔍 A306249	Students will use monitoring tools to create goals	Kaigler, Delphia	8/29/2016	students data samples analysis data from formative assessments	6/9/2017 monthly
G1.B2.S1.A4 🔍 A306250	Teachers will support students in monitoring their learning	Kaigler, Delphia	8/29/2016	increase in student achievement on formative assessments iObservation data student samples	6/9/2017 monthly
G1.B1.S2.MA1 🔍 M312349	Teachers will share data from students will PLC members for suggestion for remediation and...	Kaigler, Delphia	8/29/2016	Students samples Data chats	6/9/2017 every-3-weeks
G1.B1.S2.MA1 🔍 M312350	Data will be monitored on mylearningplan and PLC notes will be reviewed	Kaigler, Delphia	8/29/2016	Goals and scales will be shared with team members. Goals will be displayed in classrooms sample of students self progress monitoring.	6/9/2017 every-3-weeks
G1.B1.S2.A1 🔍 A306244	Conduct a needs assessment	Kaigler, Delphia	8/29/2016	Student samples Student increase of formative assessments	6/9/2017 every-3-weeks
G1.B1.S2.A2 🔍 A306245	Instructional Coaches with conduct professional Development on Performance Scales and Goals	Kaigler, Delphia	8/29/2016	sign-in sheets data from analysis	6/9/2017 monthly
G1.B1.S2.A3 🔍 A306246	Teachers will implement the use of Performance Scales and Goals	Kaigler, Delphia	8/29/2016	Students samples classroom walkthroughs	6/9/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers implement effective research-based instructional ELA strategies and students monitor their own progress, then student literacy achievement will improve school-wide.

G1.B1 Need to build teacher capacity in the following areas, classroom management and aligning instruction to the Florida State Standards.

G1.B1.S1 Implement CHAMPS school-wide behavior plan.

PD Opportunity 1

Conduct a needs assessment with faculty

Facilitator

Administration and Support Staff

Participants

Faculty and Staff

Schedule

Monthly, from 8/15/2016 to 6/9/2017

G1.B1.S2 Professional Development is Performance Scales and Goals

PD Opportunity 1

Conduct a needs assessment

Facilitator

Administration and Support Staff

Participants

All instructional staff

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Broward - 3291 - Thurgood Marshall Elem. School - 2016-17 SIP

Thurgood Marshall Elementary School

G1.B2 Students do not monitor their own progress towards learning goals

G1.B2.S1 Students will need to learn how to monitor their own progress towards learning goals.

PD Opportunity 1

Instructional coaches and teachers will identify goal setting tools

Facilitator

Administration and Support Staff

Participants

All instructional personnel

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Broward - 3291 - Thurgood Marshall Elem. School - 2016-17 SIP

Thurgood Marshall Elementary School

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Conduct a needs assessment with faculty				$0.00
2	G1.B1.S1.A2	Schedule and arrange CHAMPS trainging				$0.00
3	G1.B1.S2.A1	Conduct a needs assessment				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	3291 - Thurgood Marshall Elem. School	School Improvement Funds		$1,000.00
			Notes: Monies will be used to pay for substitutes			
4	G1.B1.S2.A2	**Instructional Coaches with conduct professional Development on Performance Scales and Goals**				$0.00
5	G1.B1.S2.A3	Teachers will implement the use of Performance Scales and Goals				$0.00
6	G1.B2.S1.A1	Instructional coaches and teachers will identify goal setting tools				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	3291 - Thurgood Marshall Elem. School	School Improvement Funds		$1,000.00
			Notes: Monies will be used to pay for substitutes			
7	G1.B2.S1.A2	Coaches will train teachers on how to use tools with students				$0.00
8	G1.B2.S1.A3	Students will use monitoring tools to create goals				$0.00
9	G1.B2.S1.A4	Teachers will support students in monitoring their learning				$0.00
					Total:	$2,000.00