

Broward County Public Schools

Thurgood Marshall Elementary School



2019-20 Schoolwide Improvement Plan

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Thurgood Marshall Elementary School

800 NW 13TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Michael Billins

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (44%) 2016-17: C (41%) 2015-16: D (37%) 2014-15: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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 caring environment. We embrace high expectations with an emphasis on a healthy lifestyle for all students and staff.

Provide the school's vision statement.

Be healthy, be active and be ready to achieve your goals by learning today and leading tomorrow.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Billins, Michael	Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc).
Bedward, Tamar	School Counselor	Responsible for addressing the Social/Emotional needs of the school community. Provides on site behavior support and assists with the monitoring of MTSS initiatives.
Kaigler, Delphia	Instructional Coach	Responsible for providing on site math coaching and math curriculum support to classroom teachers and students via modeling effective instructional strategies.
Earp, Atensia	Attendance/ Social Work	Ms. Earp is responsible for leading attendance initiatives and providing support to students and families. She strengthens the home and school connection.
Bloomfield , Christina	Instructional Coach	Responsible for providing on site ELA coaching and ELA curriculum support to classroom teachers and students via modeling effective instructional strategies.
Turner, Lori	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	69	62	63	93	82	0	0	0	0	0	0	0	416
Attendance below 90 percent	8	8	9	10	21	9	0	0	0	0	0	0	0	65
One or more suspensions	2	3	2	4	8	9	0	0	0	0	0	0	0	28
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	29	33	45	0	0	0	0	0	0	0	107
Students Retained	0	0	0	15	34	42	0	0	0	0	0	0	0	91
Students Retained 2 or More Times by 2019	0	0	0	0	0	3	0	0	0	0	0	0	0	3

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	27	16	16	0	0	0	0	0	0	0	61

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	0	20	0	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	4	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

23

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated

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	14	9	9	14	12	26	0	0	0	0	0	0	0	84
One or more suspensions	0	2	0	3	3	5	0	0	0	0	0	0	0	13
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	26	25	34	0	0	0	0	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	8	7	3	5	5	13	0	0	0	0	0	0	0	41

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	59%	57%	28%	55%	55%
ELA Learning Gains	52%	60%	58%	48%	58%	57%
ELA Lowest 25th Percentile	50%	54%	53%	49%	53%	52%
Math Achievement	45%	65%	63%	39%	61%	61%
Math Learning Gains	36%	66%	62%	51%	63%	61%
Math Lowest 25th Percentile	32%	53%	51%	44%	52%	51%
Science Achievement	29%	46%	53%	25%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	47 (0)	69 (0)	62 (0)	63 (0)	93 (0)	82 (0)	416 (0)
Attendance below 90 percent	8 ()	8 ()	9 ()	10 ()	21 ()	9 ()	65 (0)
One or more suspensions	2 ()	3 (0)	2 (0)	4 (0)	8 (0)	9 (0)	28 (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)	29 (0)	33 (0)	45 (0)	107 (0)
Students Retained	0 (0)	0 (0)	0 (0)	15 (0)	34 (0)	42 (0)	91 (0)
Students Retained 2 or More Times by 2019	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	3 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	60%	-26%	58%	-24%
	2018	32%	59%	-27%	57%	-25%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	36%	62%	-26%	58%	-22%
	2018	37%	58%	-21%	56%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
05	2019	32%	59%	-27%	56%	-24%
	2018	23%	56%	-33%	55%	-32%
Same Grade Comparison		9%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	65%	-9%	62%	-6%
	2018	38%	63%	-25%	62%	-24%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	39%	67%	-28%	64%	-25%
	2018	53%	63%	-10%	62%	-9%
Same Grade Comparison		-14%				
Cohort Comparison		1%				
05	2019	33%	64%	-31%	60%	-27%
	2018	39%	62%	-23%	61%	-22%
Same Grade Comparison		-6%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	24%	49%	-25%	53%	-29%
	2018	23%	51%	-28%	55%	-32%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	35	41	25	24	23	13				
ELL	37	53	47	54	37	20	28				
BLK	37	51	47	43	33	26	30				
HSP	60			80							
FRL	38	52	49	46	35	31	30				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	44	50	30	50	40	13				
ELL	42	62	42	47	67		22				
BLK	34	47	32	46	63	62	25				
FRL	33	47	35	47	63	58	25				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	37	47	21	33	23					
ELL	25	53	60	31	58	50	6				
BLK	27	48	49	40	50	42	26				
FRL	28	47	46	40	51	45	26				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science achievement showed the lowest performance. This low performance is actually a increase of 4% from the previous 4-year trend of only 25% of achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Learning Gains and Math Lowest 25th Percentile both showed the greatest decline from last year. They both declined by 26%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state is the Math Learning gains. There was 28% gap. Factors contributing to this gap is lack of rigorous standard based instruction by teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Lowest 25th Percentile showed the most improvement. Our Literacy Coach facilitated the ELA Professional Learning Communities with an emphasis on creating standards-based rigorous lessons and activities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern are teacher instructional practices, and teaching to the standard.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Teacher Development in Instructional Practices
2. Teacher Development in the creation of standards-based lessons, activities and class assignments
3. Progress monitoring of student achievement
4. Progress monitoring of our MTSS
5. Strengthen the school-home connection

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High Quality Instruction
Rationale	Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-based activities and lessons.
State the measurable outcome the school plans to achieve	Teachers will deliver high quality instruction to increase student achievement and reach our school goals of: ELA - 45% Proficient Math - 50% Proficient Science - 40% Proficient ELA Learning Gains - 65% ELA Lowest Quartile Gains - 60% Math Learning Gains - 65% Math Lowest Quartile Gains - 60%
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA, MATH and SCIENCE.
Rationale for Evidence-based Strategy	The teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the FSA Standards. Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered , and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Leadership team will collect and analyze student achievement data to identify areas of strengths and weakness. 2. Based on areas of weaknesses, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness while continuing to develop strengths. 3. Teachers will implement the balance literacy program and interventions during their ELA instructional block, differentiating instruction to meet the needs of students. 4. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four and five. 5. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math. 6. Administration will procure additional resources (if necessary) through District resources, school budget resources, grants and partnerships. 7. Professional Learning Communities will center on the implementation of writing, BAS calibration, whole group instructional practices of Balanced Literacy Program and Guided Reading Groups. 8. Teachers will receive professional development in small group instruction, guided reading, quality math instruction and quality science instruction. 9. Teachers will receive training on the Recordex and use it as a medium to infuse technology.

10. Lenovo Laptops will be purchased to increase to a 1:1 allocation to students.
11. Curriculum Associates, iReady Site Licenses, iReady Toolbox, LAFS and MAFS will allow teachers to support students through the implementation of high quality instructional materials and progress monitoring.
12. The use of Acaletics Math and Aceletice Science will help increase Math and Science proficiency.
13. The use of Renaissance Accelerated Reader will help increase ELA proficiency and increase learning gains.
14. SchoolCity will be used to progress monitor student achievement and learning gains.
15. J & J Educational Bootcamp will work with student groups to conduct hands on labs with students.

Person Responsible	Michael Billins (michael.billins@browardschools.com)
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#2	
Title	SWD
Rationale	Students with disabilities (SWD) are not progressing when compared to other subgroups tested.
State the measurable outcome the school plans to achieve	The school plan to achieve at least 50% of SWD achieving learning gains on the 2020 FSA.
Person responsible for monitoring outcome	Michael Billins (michael.billins@browardschools.com)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	The teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the FSA Standards. Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered , and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.
Action Step	
Description	1. Leadership team will collect and analyze student achievement data of SWD students to identify areas of strengths and weakness.
	2. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four and five.
	3. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math.
	4. Professional Learning Communities will center on the implementation of writing, BAS calibration, whole group instructional practices of Balanced Literacy Program and Guided Reading Groups.
	5. Teachers will receive professional development in small group instruction, guided reading, quality math instruction and quality science instruction.
	6. Curriculum Associates, iReady Site Licenses, iReady Toolbox, LAFS and MAFS will allow teachers to support SWD students through the implementation of high quality instructional materials and progress monitoring.
	7. SchoolCity will be used to progress monitor student achievement and learning gains of SWD students..

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

To address the school-wide improvement area of focus the school will implement the acronym A.M.P.S. (Alignment to Standards, Maximize instructional Time, Progress monitor and feedback, and Small group instruction). We will also provide numerous professional development opportunities to improve teacher instructional practices.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school builds and sustains partnerships by:

1. Provide high-quality instruction for our students and increase collaboration and communication with our parents and community through, but limited to parent letters, telephone calls, emails, quarterly parent nights and parent conferences to support the family and the student.
2. Providing on site wrap around services in the form of a full-time school social worker and full-time community liaison.
3. Partnering with community and business partners to provide parent engagement events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Our school social worker and school counselor works with each grade level team to discuss various strategies to meet the needs of their students. Our school social worker provides professional development to teachers to ensure each day begins with a Social and Emotional Learning lesson throughout the school year.

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

The school has Pre-K and heAD Start classes on campus, allowing students to become familiar with school layout and school procedures at an early age. The school provides a campus tour to any parent who is interested in enrolling their child(ren) at our school.

The school counselor works closely with feeder middle schools throughout the school year. Feeder middle school leadership teams and middle school students visit our 5th grade students each year to ensure a smooth matriculation into middle school.

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.

All teachers participate in the school's MTSS process. Administration, the school counselor and the school psychologist provide a MTSS training at the beginning of each year for all teachers. Instructional coaches meet with all grade level teams to support planning, discuss student achievement data and provide instructional and behavioral resources to teachers. Title I funds is utilized for staff development, instructional materials, professional development and teacher salaries for extended learning opportunities for students. We host quarterly parent instructional family nights to train parents on instructional strategies that could be used at home, by parents.

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

Through the SPARKS Initiative, our School Community Liaison and School Social Worker develop both community and business partnerships. These partnerships help in various ways such as mentoring students, donations of food, clothing and school supplies. Every year our fifth grade students participate in JA Biztown lessons. Students take a day-long field trip to JA Biztown. This program allows students to operate banks, manage restaurants, write checks, and vote for a mayor.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: High Quality Instruction				\$218,901.38
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$3,700.38
			<i>Notes: School Specialty, Wordly Wise Program will be utilized to support student learning in ELA.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$15,000.00
			<i>Notes: Curriculum Associates, LAFS and MAFS Books will be used for small group ELA and Math instruction.</i>			
	5100	310-Professional and Technical Services	3291 - Thurgood Marshall Elem. School	UniSIG		\$7,203.00
			<i>Notes: J & J Educational Bootcamp will work with student groups to conduct hands on labs with students.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	3291 - Thurgood Marshall Elem. School	UniSIG		\$10,649.00
			<i>Notes: Purchase 2 Recordex Devices (\$4175, including document camera \$250 each, floor stands \$575 each, and installation at \$325 each) to be used for instructional presentations and professional development for teachers. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning.</i>			
	5100	644-Computer Hardware Non-Capitalized	3291 - Thurgood Marshall Elem. School	UniSIG		\$9,560.00

			<i>Notes: Purchase 40 Lenovo 300E touch laptops + deployment charge at \$239 each, to provide for students to use at school increasing availability of technology for project based learning</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$28,691.00
			<i>Notes: Educational Development Associates, Inc ACALETICS: Instructional materials and resources from ACALETICS to support mathematics and science.</i>			
	6400	310-Professional and Technical Services	3291 - Thurgood Marshall Elem. School	UniSIG		\$5,200.00
			<i>Notes: Core Connections: Core Connections Writing Training will be provided (Facilitator Lori Gandolfo) to provide teachers in grades 4 and 5 writing instructional help.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$2,800.00
			<i>Notes: Scholastic News Magazines will increase student's non-fictional reading opportunities.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$11,000.00
			<i>Notes: Scholastic Ready to go Classroom Library Kits for students to utilize for classroom instruction and to reinforce Florida Standards by providing a supplement to the core instructional materials.</i>			
	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$17,000.00
			<i>Notes: Curriculum Associates.iReady: iReady Site License & Toolbox for 351-500 licences to support students in Grades K-5 through the implementation of high quality instructional materials and progress monitoring.</i>			
	5100	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		\$19,440.00
			<i>Notes: ELO Stipends: Stipends for teachers to provide tutoring and extended learning opportunities in ELA, Math and Science. Eight teachers will be paid a stipend of \$30 per hour for 1.5 hours, for 3 days per week, for 18 weeks.</i>			
	5100	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$1,488.00
			<i>Notes: Fringe Social Security:FICA @7.65% for 8 teachers</i>			
	5100	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$354.00
			<i>Notes: Fringe Workers Compensation @ 1.82% for 8 teachers</i>			
	5100	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$10.00
			<i>Notes: Fringe Unemployment @ 0.05% for 8 teachers</i>			
	6400	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		\$18,000.00
			<i>Notes: Professional Development Stipends: Provide stipends to 25 teachers to engage in professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap in reading, writing, math and science. Staff development will take place on six Saturdays, during the 2019-2020 school year.</i>			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$1,377.00
			<i>Notes: Fringe Social Security:FICA (Social Security) @7.65% for 25 teachers</i>			

	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$328.00
			<i>Notes: Fringe Workers Compensation @ 1.82% for 25 teachers</i>			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$9.00
			<i>Notes: Fringe Unemployment @ 0.05% for 25 teachers</i>			
	6400	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		\$18,000.00
			<i>Notes: Professional Development Stipends: Provide stipends to 25 teachers to engage in professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap in reading, writing, math and science. Staff development will take place bi-weekly, after school for 1.5 hours per day, for 20 weeks, during the 2019-2020 school year.</i>			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$1,377.00
			<i>Notes: Fringe Social Security:FICA (Social Security) @7.65% for 25 teachers</i>			
	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$328.00
			<i>Notes: Fringe Workers Compensation @ 1.82% for 25 teachers</i>			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$9.00
			<i>Notes: Fringe Unemployment @ 0.05% for 25 teachers</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$5,900.00
			<i>Notes: Borenson Mathematics: Borenson Student Hands-On Equations and Student Hands-on Fraction Sense Kits will allow students to learn algebraic concepts and develop fraction sense, through the use of hands-on pictorial representation.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$8,639.00
			<i>Notes: Houghton Mifflin-Harcourt: Everyday Counts Calendar Math Kits will help students see patterns, develop algebraic thinking and explore math relationships.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$8,212.00
			<i>Notes: Student Classroom Instructional Supplies: Purchase composition books, pencils, dry erase markers, and white boards for students to use daily.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$10,945.00
			<i>Notes: Office Supplies: Post-it notes, staplers, staples, colored printing paper, white printing paper, file folders, binders, sheet protectors, and dry erase board cleaner.</i>			
	6400	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		\$11,250.00
			<i>Notes: Professional Development: Provide stipends for teacher professional development during the summer of 2020. Provide stipends to 25 teachers to engage in professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap in reading, writing, math and science, for 5 hours per day, for 3 days, during the first week of August 2020.</i>			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$861.00

			<i>Notes: Fringe Social Security:FICA (Social Security) @7.65% for 25 teachers</i>			
	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$205.00
			<i>Notes: Fringe Workers Compensation @ 1.82% for 25 teachers</i>			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$6.00
			<i>Notes: Fringe Unemployment @ 0.05% for 25 teachers</i>			
	6400	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$1,360.00
			<i>Notes: Doug Lemov's Teaching Strategies Professional Development - Teach Like a Champion 2.0 Book Study will teach teachers strategies to daily in their classrooms. The strategies' literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap in reading, writing, math and science.</i>			
2	III.A.	Areas of Focus: SWD				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	School Improvement Funds		\$1,000.00
			<i>Notes: Curriculum Associates and School Specialty, Response to Intervention Resources for SWD.</i>			
Total:						\$219,901.38