Pinellas County Schools

Thurgood Marshall Fundamental

2020-21 Schoolwide Improvement Plan

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Thurgood Marshall Fundamental

3901 22ND AVE S, St Petersburg, FL 33711

http://www.marshall-ms.pinellas.k12.fl.us

Demographics

Principal: Kevin Schottler

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2019-20 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (66%) 2016-17: A (66%) 2015-16: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Pinellas 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	39%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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. 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.

All members of the TMFMS community are committed to providing a safe and challenging learning environment that promotes college and career readiness by focusing on critical thinking, communication, collaboration, creativity, competition, and concern for others.

Provide the school's vision statement.

100% students making academic and social growth each year.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Wilson, Nicole	Principal	The Principal performs administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. The Principal is also responsible for the total operations and management of the school.
Smith, Jessica	Teacher, K-12	
Singh, Nicole	Teacher, ESE	
Reed, Natasha	Teacher, K-12	
Pawlowicz, Stephanie	Teacher, K-12	
Gibson, Laura	Teacher, K-12	Gifted Department Chair
Slifkin, Katie	Assistant Principal	This position is second to the Principal of the school who serves in the capacity of being a liaison between the principal and other school personnel. The Assistant Principal assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal. Duties and Responsibilities include: -Developing, implementing, and evaluating school vision, goals, and objectives reflecting the district and state goals. -Maintaining, ordering, and inventory of textbooks, materials, and equipment. -Coordinating custodial procedures and initiating work orders for plant operations. -Planning for and supervising school activities. -Supervising student movement in all aspects of the program including cafeteria, buses, hall traffic, crowd control. -Planning for and scheduling facilities use. -Planning, implementing, and evaluating the school instructional program based on student needs. -Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. -Managing instructional budget. -Maintaining records and completing necessary reports. -Supervising pupil services (i.e. attendance, discipline, counseling). -Developing and maintaining a positive school/community climate and safe and healthy environment. -Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.
Reitz, Matthew	Teacher, K-12	Math Department Chair
Roberson, Joshua	Teacher, K-12	Social Studies Department Chair
Nemeth, Heather	School Counselor	

Demographic Information

Principal start date
Friday 7/1/2016, Kevin Schottler

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/8/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	367	348	316	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	25	17	27	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	21	22	17	0	0	0	0	60
Course failure in ELA or Math	0	0	0	0	0	0	1	13	11	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	53	42	68	0	0	0	0	163

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	0	0	0	0	0	0	17	13	23	0	0	0	0	53

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	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	367	348	316	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	25	17	27	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	21	22	17	0	0	0	0	60
Course failure in ELA or Math	0	0	0	0	0	0	1	13	11	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	53	42	68	0	0	0	0	163

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	0	0	0	0	0	0	17	13	23	0	0	0	0	53

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	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	73%	52%	54%	73%	51%	52%
ELA Learning Gains	63%	55%	54%	60%	51%	54%
ELA Lowest 25th Percentile	52%	47%	47%	41%	40%	44%
Math Achievement	72%	55%	58%	74%	54%	56%
Math Learning Gains	55%	52%	57%	63%	52%	57%
Math Lowest 25th Percentile	47%	46%	51%	41%	44%	50%
Science Achievement	65%	51%	51%	73%	51%	50%
Social Studies Achievement	79%	68%	72%	83%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	78%	51%	27%	54%	24%
	2018	61%	49%	12%	52%	9%
Same Grade Comparison		17%				
Cohort Comparison						
07	2019	66%	51%	15%	52%	14%
	2018	68%	48%	20%	51%	17%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
08	2019	73%	55%	18%	56%	17%
	2018	73%	55%	18%	58%	15%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	57%	44%	13%	55%	2%
	2018	55%	45%	10%	52%	3%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	70%	60%	10%	54%	16%
	2018	78%	59%	19%	54%	24%
Same Grade Comparison		-8%				
Cohort Comparison		15%				
08	2019	22%	31%	-9%	46%	-24%
	2018	25%	31%	-6%	45%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		-56%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	66%	51%	15%	48%	18%
	2018	74%	53%	21%	50%	24%
Same Grade Comparison		-8%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	79%	68%	11%	71%	8%
2018	83%	66%	17%	71%	12%
Compare		-4%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	87%	55%	32%	61%	26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	57%	32%	62%	27%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	56%	43%	57%	42%
2018	100%	56%	44%	56%	44%
Compare		-1%			

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	48	53	41	40	36	29	42	38			
ELL	38	77		38	38						
ASN	89	80		85	75		85	100	95		
BLK	47	47	44	49	42	44	38	61	78		
HSP	74	72	65	72	53	56	68	84	85		
MUL	64	62	50	69	59		53	73	87		
WHT	90	71	67	88	63	51	81	92	93		
FRL	57	57	47	56	47	47	46	67	81		

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	41	44	38	37	44	47	37	57			
ASN	76	60		83	67		88	100	87		
BLK	42	42	40	47	47	42	45	56	75		
HSP	71	54	54	82	67	50	92	88	100		
MUL	66	52	43	74	65	45	82	75	93		
WHT	85	66	60	87	69	53	84	94	94		
FRL	50	45	41	53	48	40	54	66	77		

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	26	36	29	26	34	18		61			
ASN	92	69		94	81		100	100	100		
BLK	46	50	40	48	46	37	40	61	71		
HSP	76	65	33	78	65	50	57	85	82		
MUL	75	50		75	63	42	73	100	100		
WHT	86	65	47	86	71	44	91	92	92		
FRL	54	51	35	55	51	36	53	64	81		

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0

Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The data component that showed the lowest performance is as follows:
Lowest 25% learning gains in Math - 47%
Lowest 25% learning gains in ELA - 52%
Overall learning gains in Math - 55%
The proficiency of SWD in ELA (lower 25%) - 41%
The proficiency of SWD in Math (lower 25%) - 29%
The proficiency of Black students in ELA and Math - 44%

Increasing the level of instructional rigor and aligning assignments/tasks tightly with the level of rigor

within the standard. Culturally relevant teaching and practices are needing to be consistent within the ELA/Math classrooms to address the performance of Black/ESE/Lower 25% students. An environment that creates and fosters timely feedback of students as it relates to mastery of standards in ELA/Math classrooms for our Black/ESE/Lower 25 students.

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

The data component that showed the greatest decline from the prior year is as follows:
Science achievement decreased from 74% to 66%
Math achievement decreased from 78% to 70 % in 7th grade

Increasing the level of instructional rigor and aligning assignments/tasks tightly with the level of rigor with the standards will be a major focus in Science and Math. Indicators of math achievement decreasing in 7th grade math was evident in the cycle assessment data. The data was reflective of students receiving minimal instruction due to the lack of instruction within the 7th grade classroom that was supported with coaching.

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 that had the greatest gap when compared to the state average is as follows:
Math Learning Gains specifically 7th grade math - 57% State Average and the school average 55%
Math Lowest 25th Percentile - 47% School 51% State (8th grade 22% School; 46% State)

This has consistently been an area of deficiency. Teachers are aware of and work with the standards and plan with the any math resources available. Having the right instructor/highly effective teacher providing instruction to our level 1 students will also increase this data point.

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

The data component that demonstrated the most improvement is 6th grade ELA which increased by 17%. The new instructional practices that were implemented this year included reading teachers collaborating with science and social studies that allowed students to grapple with complex relevant content area text within the reading classroom. This strategy reinforced the importance of literacy across content areas. The increase in highly qualified instructors with our most struggling students in ELA and Reading. There was an increase in differentiated professional development based on walk through data. Boot camps were offered to reinforce research based strategies and to review writing strategies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A review of the EWS data identifies the need to provide additional remediation throughout the year along with providing tasks that are aligned with standards while providing meaningful feedback to students for mastery of standard.
A review also indicates that students with attendance below 90 percent and will be addressed as a separate goal in the School Improvement Plan.

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

1. Rigor (Increase learning gains of ALL students in Math, ELA, Science, Civics)
2. Equity/ Culturally Relevant Teaching (Increase learning gains of ALL students in Math, ELA, Science, Civics)

3. Positive Behavior Intervention and Supports/Restorative Practices (Decrease the ODR and OSS of ALL students)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our current level of performance is 73% proficiency as evidenced by FSA ELA Achievement data. The problem/gap is occurring because of the lack of continual rigor (complex text and student autonomy) within classroom instruction in all classrooms, tasks were not uniformly aligned to the target in all learning environments, and the lack of immediate feedback to students as it relates to fidelity for writing.
Measurable Outcome:	The percent of all students achieving ELA proficiency will increase from 73% to 78% as measured by ELA FSA.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources and plan for engaging students in complex tasks.
Rationale for Evidence-based Strategy:	If teachers engage students in complex tasks, then students will apply the content at a higher level of rigor and autonomy will increase proficiency in ELA as measured by ELA FSA..

Action Steps to Implement

1. Use biweekly PLCs to intentionally plan rigorous complex tasks aligned to ELA Florida Standards and district resources.
2. Use culturally relevant supplemental texts/lessons from road map, teachers regularly include challenging passages that utilizes strategies across content.
3. Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression and use of texts from student generated topics of interest.
4. Differentiated Professional Development based on data points (Core Connections, Elevate, WriteScore, Classroom Assessments, Administration walk throughs).
5. Administrators monitor teacher practice and provide feedback to support teacher growth.
6. ELA/Reading teachers implement text aligned to science and social studies topics.
7. Regularly assess (formally and informally) and utilize data to modify and adjust instruction.

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of performance is 65% proficiency as evidenced by 2018/2019 SSA Achievement data. The problem/gap is occurring because data is not being collected and analyzed effectively to different instruction within the science classroom to increase science performance.
Measurable Outcome:	The percent of all students achieving Science proficiency will increase from 65% (2018/2019) to 73% (2020/2021) as measured by the SSA.
Person responsible for monitoring outcome:	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy:	Science teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	TMFMS will increase Science proficiency as measured by SSA by utilizing and monitoring data to adjust/drive instruction.

Action Steps to Implement

1.Use unit assessment data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.
2. Conduct regular teacher-led, PLC inclusive of data chats to review student responses to tasks and formative assessments to plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex text from a science perspective.
3. Teachers conduct biweekly data chats to support progress monitoring towards obtainment of learning targets and goals.
4. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers.

Person Responsible	Katie Slifkin (slifkink@pcsb.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our area of focus is target/task alignment to the course standards. Our current level of performance is 72% as evidence in 2019 FSA Score data. The problem/gap is occurring because of the lack of consistency in all classrooms of appropriate target/task alignment to the course standards. By ensuring all learning targets and tasks are aligned to the course standards, mathematics achievement proficiency will increase by 6%.
Measurable Outcome:	The percentage of students achieving math proficiency will increase from 72% (2018/2019 FSA data) to 78% (2020/2021 FSA data) as measured by FSA.
Person responsible for monitoring outcome:	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy:	Strengthen staff's ability to align the learning targets and tasks to the mathematics standards.
Rationale for Evidence-based Strategy:	Based on administrative walk through and Instructional Support Model visit feedback, there was an inconsistency in appropriate target/task alignment. By ensuring the learning targets/tasks are aligned to standards, students are receiving critical content in their course and increasing student performance.

Action Steps to Implement

1. Teachers will unpack the mathematics standards to identify the critical content so that the target/tasks will be aligned to the standards.
2. Teachers will participate in professional development opportunities, including common planning, PLCs, peer review/observation, and Facilitated Planning trainings, to work on and enhance their creation of learning targets and tasks aligned to the mathematics standards of the course.
3. Teachers will utilize student data from learning tasks aligned to the mathematics standards to monitor and track student progress towards mastery of the standards.
4. Administrators will monitor the implementation of learning targets/tasks aligned to the standards in all classes and provide timely and actionable feedback to teachers.

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our current level of performance is 79% as evidence by 2019 Civics EOC. The problem/ gap is occurring due to the lack of student-centered classrooms with rigorous tasks and differentiation making this our focus. By ensuring classrooms are student-centered and differentiated, Civics proficiency will increase by 6%.
Measurable Outcome:	The percentage of of students achieving civics proficiency will increase from 79% to 85% as measured by the spring administration of the Civics EOC.
Person responsible for monitoring outcome:	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy:	Based on administrative walk through and Instructional Support Model visit feedback, there was a lack of student-centered classrooms with rigorous environments and appropriate differentiation strategies. If teachers create a student-centered, rigorous environment throughout the year, proficiency on the Civics EOC will increase by 6%.

Action Steps to Implement

1. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance of all students.
2. Implement WICOR strategies within the classroom monthly to increase student engagement and achievement.
3. Regularly assess (formally and informally) and utilize data to modify instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich, remediation, and provide research-based interventions.
4. Provide students with the opportunity to demonstrate higher order thinking strategies and processes.
5. Teachers will utilize supplemental resources, primary sources, and regularly include shorter, challenging passages that elicit close and critical reading and re-reading.
6. Teachers will utilize supplemental resources and integrate LAFS for Literacy to social studies content via Document Based Questions (DBQs) project materials.
7. Administrators monitor teacher practice and provide timely feedback to support teacher growth.

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Our current level of performance is 75% of students earning credit for accelerated coursework. The problem/gap is occurring because their is a need for additional and expanded course offerings with supports. If course offerings are expanded and supports implemented then, the percentage of students earning credit for accelerated coursework can increase by 5%.
Measurable Outcome:	The percent of 8th grade students ready for high school with an achievement score of 2 or more on the FSA will increase from 75% to 80% as measured by the FSA.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Strengthen teacher implementation of rigorous instructional practices Increase student access to participate in advanced/acceleration coursework with support
Rationale for Evidence-based Strategy:	If teachers release instruction to students and encourage a student centered environment with differentiation, then rigorous instruction will be evident.

Action Steps to Implement

1. Increase the number of course offerings to earn industry certification
2. Increase the number of students enrolled in accelerated courses
3. Inform parents about the accelerated course offerings and strategies to assist their student
4. Teacher monitor students understanding of rigorous tasks and adjust academic support structures as needed
5. Administration will monitor and adjust school-wide systems for academic support in rigorous courses
6.Implement AVID WICOR Strategies within the accelerated courses

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#6. Other specifically relating to Bridging the Gap	
Area of Focus Description and Rationale:	Our current level of performance is 47% in ELA and 49% in Math of black students with an achievement level of 3 or higher, as evidenced by 2018-19 FSA scores. The problem is occurring because of the lack of culturally relevant student centered learning environments with differentiated tasks to address the diverse needs of all students.
Measurable Outcome:	The percent of black students achieving proficiency will increase from 47% to 52% in ELA and 49% to 55% in math as measured by FSA.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Provide targeted professional development an coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.Implement culturally relevant instructional practices in classrooms that includes restorative practices, movement, music, and monitoring with feedback.
Rationale for Evidence-based Strategy:	If there is a focus on our black students data, improving relationships with these students, and providing culturally relevant classrooms then scores will improve.

Action Steps to Implement

1. Establish an Equity Team to provide Professional Development and monitor
2. Increase the number of Equity Champions on campus that will work with staff members to implement more culturally responsive strategies.
3. Continue with our Monday Morning Restorative Circles to keep a pulse of the school culture
4. Continue to partner with Hilary Van Dyke to provide professional development to teachers
5. Administration will encourage teachers to participate in equitable grading practices.

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#7. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	As evidenced by analyzing 2019/2020 school discipline data, equitable practices were identified as an area of need to decrease time spent out of the classroom due to discipline.
Measurable Outcome:	Thurgood Marshall Fundamental Middle School will increase the number of Equity Champions on campus to have a minimum of 1 per PLC team to increase the use of equitable practices such as restorative practices. The goal for completion of this is 2 school years. We will reduce the OSS rate of students by 10% through the use of restorative practices.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Thurgood is going to continue equity mindset work through having courageous conversations about race as well as implementing restorative practices with fidelity to improve classroom ecology, thus decreasing loss of instructional time.
Rationale for Evidence-based Strategy:	After looking at 2019/2020 school-discipline data, an area of need was identified for equitable practices to provide intervention before loss of instructional time due to OSS or ISS options.

Action Steps to Implement

1. Build the equity team by having both administrators and at least 1 person per PLC team become an Equity Champion.
2. Equity Champions will provide monthly professional development during PLCs based around equitable practices and this will be monitored by the leadership via observation, participation, and regular feedback.
3. Restorative practice professional development will be implemented into preschool by our Restorative Practices Trainer in conjunction with the required Social Emotional Learning, Mental Health, and Restorative Practices from a COVID Perspective.
4. Staff meeting was held July 23rd from 1:00pm-3:30pm via Teams and will continue quarterly on courageous conversations about race to set the focus for our work.

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#8. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	The data provided in the Needs Assessment and Analysis indicates a need to increase opportunities for school/family relations.
Measurable Outcome:	Effectively communicate with families about their students' progress and school processes. The number of business community partnerships will increase by 10% for the 2020-21 school year.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Intentionally build positive relationships with families by providing effective communication and access to academic tools.
Rationale for Evidence-based Strategy:	If family and community opportunities are engaging, informative, and meaningful to families then a positive community will be cultivated and active engagement would occur within the student's academic achievement.

Action Steps to Implement

1. Weekly school messenger messages
2. Use of school website to communicate
3. Implement parent advisory councils (Drama, Business Education)
4. Provide various ways to participate in family and community events (Parent Conferences, Open House, 6th Grade Orientation, All Prod Dad, Concerts)
5. Provide information to families on how to use Focus, online leaning tools, and resources to support academic success at home
6. Continue with Equity Training with families during SAC meetings

Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#9. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Improve student attendance which has a direct correlation to student achievement.
Measurable Outcome:	The percent of all students missing 10% or more of school will decrease from 31% to 20% for the 2020-21 school year.
Person responsible for monitoring outcome:	Lois McKee (mckeel@pcsb.org)
Evidence-based Strategy:	Strengthen our Tier 2 interventions to meet the needs of our chronically absent students. Increase our monitoring process within the Tier 2 interventions to meet the needs of our absent students.
Rationale for Evidence-based Strategy:	If we implement Tier 2 interventions along with monitoring those interventions to address the needs of students, then our chronically absent students will decrease by 10%.

Action Steps to Implement

1. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.
2. MTSS will monitor the attendance for each grade level bi-weekly.
3. Social Worker will be informed when students display a pattern of excessive absences with home visits.
4. Review data and effectiveness of Tier 2 interventions of students bi-weekly.
5. Develop and implement attendance incentive programs for students.

Person Responsible	[no one identified]

#10. Other specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale:	Our current level of performance in school-wide behavior is 220 office discipline referrals (ODR) which equates to .213 incidence per student. The problem/gap in behavior is occurring because students lack of consistency with school-wide/classroom expectations. If consistent classroom expectations are taught and positively reinforced, the problem would be reduced, as evidence by school profiles and bi-weekly MTSS reports.
Measurable Outcome:	The referral risk of students receiving office discipline referrals will decrease by 50% for 2020-21 school year.
Person responsible for monitoring outcome:	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy:	Teachers will teach school-wide expectations to all students continuously throughout the school year. Support development and implementation of school-wide ownership of equitable practices that engage students in acknowledging, self-correcting, and adhering to school-wide expectations. Strengthen the ability of all staff to establish and maintain positive relationships with all students.
Rationale for Evidence-based Strategy:	If staff teach all students the school-wide expectations then students will self direct decreasing the ODR by 50%. If all faculty and staff establish and maintain positive relations with students while acknowledging and adhering to processes and procedures then the referral offenses will decrease by 50%.

Action Steps to Implement

1. All staff will participate and implement school-wide positive behavior incentive system (PBIS). The PBIS Committee will provide professional development on the electronic system (refresh and for new staff).
2. Lesson plans will be provided by PBIS Committee to teach common area expectations from the behavior matrix. SBLT team will conduct walk throughs to monitor delivery of the lesson plans.
3. Provide on-going training to staff on Restorative Practices Circles.
4. Staff will facilitate school-wide restorative circles with students on Monday mornings.
5. The Restorative Practices trainer will hold monthly PLCs on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways.
6. Beginning with the first day of school, each period teachers will greet students at the door.

Person Responsible	Nicole Singh (singhn@pcsb.org)

#11. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. The problem is occurring because of limited resources and time. If our Healthy Team can monitor the implementation of guidelines for wellness then our school would have a greater opportunity to be eligible for recognition.
Measurable Outcome:	Thurgood Marshall Fundamental Middle School will be eligible in 6 out of 6 topics for Bronze recognition by April 2021 as evidence in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Assemble a Healthy Team made up of a minimum of 5 individuals to enhance staff capacity to identify critical content to be in alignment with district resources.
Rationale for Evidence-based Strategy:	If the staff identifies the critical content of a Healthy Schools Program, then the Healthy Team will be able to submit evidence for the required modules.

Action Steps to Implement

1. Assemble a Healthy Team with a minimum of five individuals including, PE/Health teacher, Wellness Champion, Administrator, Cafeteria Manager, and Support employee.
2. Attend District-supported professional development.
3. Complete Healthy Schools Program Assessment.
4. Develop and implement Healthy School Program Action Plan.
5. Complete the SMART Snacks in School Documentation.

Person Responsible	[no one identified]

#12. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our current level of performance based on the ESSA Federal Index is 41%. The problem/ gap is occurring because instruction was not designed to meet the needs of students for the year. If the master schedule is designed to group ESE students, support facilitators will be able to meet the needs of all ESE students as outlined in their IEPs.
Measurable Outcome:	The percent of ESE students demonstrating proficiency with learning gains will increase from 41% to 45%, as measured by the ESSA Federal Index.
Person responsible for monitoring outcome:	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy:	Support Facilitator teachers will utilize data (IEP, WriteScore, Cycle Assessments, iXL, classroom assessments, etc) to organize students to interact with content in manner which differentiate instruction to meet the needs of each students
Rationale for Evidence-based Strategy:	If teachers intentionally plan (knowing the IEP of students, differentiation) to accommodate ESE students by providing lessons that are rigorous and on grade level, then students will increase academically and meet the needs of the ESE learner.

Action Steps to Implement

1. Implement a process for placing students requiring ESE service in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs. VE resource teachers will be scheduled within limited content areas for collaborative planning with gen ed teachers and increase alignment of specially designed instruction with core content.
2. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services that will be monitored by administrative walk throughs.
3. Embed meta-cognitive strategies into content based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
4. Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.
5. Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communications systems.
6. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

Person Responsible	Nicole Singh (singhn@pcsb.org)

#13. Other specifically relating to Gifted	
Area of Focus Description and Rationale:	Our current level of performance is 66% (Math) and 70% (ELA) proficiency as evidenced by FSA Achievement data. The problem/gap is occurring because gifted learners are not being properly differentiated for.
Measurable Outcome:	The percent of gifted learners achieving Math proficiency will increase from 66% to 81% as measured by the FSA. The percentage of gifted learners achieving ELA proficiency will increase from 70% to 82% as evidenced by the FSA.
Person responsible for monitoring outcome:	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	TMFMS will increase gifted learner proficiency as measured by FSA by utilizing and monitoring data to differentiate instruction.

Action Steps to Implement

1. Teachers intentionally plan for differentiation (using FSA data) for gifted learners and administrators monitor and provide feedback.
2. Teachers/Staff obtain the gifted micro-credential and/or the gifted endorsement so that they can better differentiate for gifted learners.
3. Pre-test gifted students in order to better differentiate and meet their needs.
4. Teachers will participate in specific PD related to questioning and differentiation for gifted learners as evidenced by the district's CGS PD progression for this upcoming year.

Person Responsible	Katie Slifkin (slifkink@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team will meet weekly to discuss these priorities and utilize our school-wide committees to work through these items.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

TMFMS will utilize PTSA/SAC to involve all stakeholders in matters regarding our school culture and climate. We will also implement school wide PBIS and Restorative Practices and follow up on the progress via school-wide meetings. Parent focus groups have been developed for Theatre as well as FBLA to ensure all stakeholders input.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00
6	III.A.	Areas of Focus: Other: Bridging the Gap	$0.00
7	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
8	III.A.	Areas of Focus: Culture & Environment: Community Involvement	$0.00
9	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
10	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning	$0.00
11	III.A.	Areas of Focus: Other: Healthy Schools	$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
13	III.A.	Areas of Focus: Other: Gifted	$0.00
		Total:	$0.00