

Broward County Public Schools

Thurgood Marshall Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* 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%)
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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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, position title, and job duties/responsibilities 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).
Wesley, Quisha	Teacher, ESE	As our Exceptional Student Education (ESE) Specialist, Ms. Wesley coordinates all required ESE meetings. She assists regular education teachers of students with disabilities to implement the Individual Education Plan, (IEP) and monitor progress of IEP Goals.

Demographic Information

Principal start date

Monday 7/1/2013, Michael Billins

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.*

3

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.*

3

Total number of teacher positions allocated to the school

20

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* 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%)
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 .	

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	52	70	65	85	95	0	0	0	0	0	0	0	414
Attendance below 90 percent	7	9	6	9	12	10	0	0	0	0	0	0	0	53
One or more suspensions	0	3	3	7	12	20	0	0	0	0	0	0	0	45
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	29	33	45	0	0	0	0	0	0	0	107
Level 1 on 2019 statewide Math assessment	0	0	0	29	33	45	0	0	0	0	0	0	0	107

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	1	3	2	0	0	0	0	0	0	0	6

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	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/19/2020

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	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

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

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	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

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

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	
	(0)	(0)	(0)	(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
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				

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
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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.

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?

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. Other specifically relating to High Quality Instruction

Area of Focus	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.
Description and Rationale:	
Measurable Outcome:	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:	Michael Billins (michael.billins@browardschools.com)
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 Steps to Implement

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 Promethean Board 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 Acaletics 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)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with disabilities (SWD) are not progressing when compared to other subgroups tested.
Measurable Outcome:	The school plan to achieve at least 50% of SWD achieving learning gains on the 2020 FSA.
Person responsible for monitoring outcome:	Quisha Wesley (quisha.wesley@browardschools.com)
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 Steps to Implement

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 Michael Billins (michael.billins@browardschools.com)

Additional Schoolwide Improvement Priorities

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

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: 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.

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.

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: Other: High Quality Instruction				\$171,475.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$9,150.00
			<i>Notes: School Specialty, Wordly Wise Program will be utilized to support student learning in ELA in grades K-5.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$8,600.00

			Notes: Curriculum Associates, LAFS and MAFS Books, Phonics for Reading will be used for small group ELA and Math instruction for students in grades 1-5. - Ready Florida Math MAFS Instruction Student Book - Ready Florida ELA LAFS Instruction Student Book 1st Grade: 50 2nd Grade: 70 3rd Grade: 65 4th Grade: 85 5th Grade: 90			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$5,520.00
			Notes: School Specialty, Florida Success Coach ELA & Math Instructional Resources to be used in small group settings in grades 3-5. Student Count: 3rd Grade - 65; 4th Grade - 85; 5th Grade - 90. FL Success Coach ELA Class Set W/PTS G3 FL Success Coach ELA Class Set W/PTS G4 FL Success Coach ELA Class Set W/PTS G5 FL Success Coach Math Class Set W/PTS G3 FL Success Coach Math Class Set W/PTS G4 FL Success Coach Math Class Set W/PTS G5 FL Gold ED Coach Science GR 5 FL 2.0 Science JS			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$8,570.00
			Notes: Student Classroom Instructional Supplies: Purchase composition books, pencils, dry erase markers, paper, glue and white boards for students to use daily.			
	5100	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		\$38,880.00
			Notes: ELO Stipends: Stipends for teachers to provide tutoring and extended learning opportunities in ELA, Math and Science for students in grades 3-5. Twelve teachers will be paid a stipend of \$30 per hour for 1.5 hours, for three days per week, for 24 weeks. - ELO Student Camp Time: 4.5 hours/week x 24 weeks = 108 hours - ELO Student Camp Stipends: 12 teachers x 108 hours x \$30 stipend = \$38,880			
	5100	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$3,050.00
			Notes: Fringe Social Security: FICA for 12 teachers			
	5100	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$830.00
			Notes: Fringe Workers Compensation for 12 teachers			
	5100	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$20.00
			Notes: Fringe Unemployment 12 teachers			
	5100	644-Computer Hardware Non-Capitalized	3291 - Thurgood Marshall Elem. School	UniSIG		\$14,963.00
			Notes: Purchase sixty-three (63) Lenovo 300E touch laptops + deployment charge at \$237.50 each to provide for students in grades K-5 to use at school increasing availability of technology for project based learning. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/laptop ratio.			
	6400	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		\$21,600.00
			Notes: Professional Development Stipends: Provide stipends to 30 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 2020-2021 school year. - PD stipends: 30 teachers x 6 Saturdays x 4 hours/session x \$30 stipend = \$21,600			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$1,691.00
			Notes: Fringe Social Security:FICA (Social Security) for 30 teachers			
	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$462.00

			<i>Notes: Fringe Workers Compensation for 30 teachers</i>			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$7.00
			<i>Notes: Fringe Unemployment for 30 teachers</i>			
	5100	519-Technology-Related Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$1,320.00
			<i>Notes: Purchase seventy (70) Lenovo 45W Standard AC Adapter to replace missing and broken adapters. The adapters will allow the scholars to engage in their online learning without the worry of battery going dead and not having an adequate charger to continue learning. The adapters will allow the scholars to participate in online learning up to eight or more hours.</i>			
	5100	519-Technology-Related Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$840.00
			<i>Notes: Purchase printer supplies to print assignments through the school year. Black toner 2 @ \$120, Standard toner 4 @ \$150.00</i>			
	5100	519-Technology-Related Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$800.00
			<i>Notes: Purchase 204 @ \$3.69 student headphones. The headphones will be used by all grades and will allow each student to experience their tailored instruction without disturbing their peers. Utilizing headphones is essential to helping the students increase their pass rate in the areas of phonics and phonemic awareness.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$3,900.00
			<i>Notes: Purchase LAFS/MAFS Rehearsal Plus Print from Rally Education for grades 3-5. 1 each LAFS Rehearsal Plus print- 25 pack, Grade 3 3 each LAFS Rehearsal Plus print- 25 pack, Grade 4 3 each LAFS Rehearsal Plus print- 25 pack, Grade 5 1 each MAFS Rehearsal Plus print- 25 pack, Grade 3 2 each MAFS Rehearsal Plus print- 25 pack, Grade 4 3 each MAFS Rehearsal Plus print- 25 pack, Grade 5</i>			
	6400	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$850.00
			<i>Notes: Purchase 99 copies of the Distance Learning Playbook for teachers, administrators and staff. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual.</i>			
	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$2,310.00
			<i>Notes: Wordly Wise i3000 provides direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. Will be used by students in grades K-5 and will allow students to improve their vocabulary development virtually. Program will be used in small group and/or whole group during the instructional day. Also can used after school as a tutorial. License term date cannot extend pass August 31, 2021.</i>			
	6400	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$5,610.00
			<i>Notes: Curriculum Associates - Teacher Tool Box Purchase of iReady Teacher Toolbox for Math/Reading/Writing for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. License term date cannot extend pass August 31, 2021.</i>			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$7,301.00
			<i>Notes: Hand2Mind Math Manipulative Kits will allow students learn and display algebraic concepts and develop fraction sense, through the use of hands-on pictorials. The kits will be used by students in grades K-5 for virtual/eLearning and face to face small group and whole group.</i>			

	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$3,700.00
			Notes: Educational Galaxy's FSA preparation program provides online assessment and practice for students in Grades K- 5 to help build standards mastery. Students will use this online resource in small groups to practice important science concepts. License term date cannot extend pass August 31, 2021.			
	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$795.00
			Notes: Edmentum - Study Island site license. Standards - based program to provide ongoing progress monitoring and practice to help students in Grades 3-5 achieve higher math and reading assessment scores. The program includes LAFS, MAFS, and NGSSS-aligned programs to drive proficiency; FSA and EOC assessment preparation; customizable classroom assessments and flexible practice; and real-time progress monitoring to track student outcomes. License term date cannot extend pass August 31, 2021.			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$9,690.00
			Notes: Purchase book bundles (set of 10 books) from Scholastic Education for students in Grades 3-5 to support the development of balanced literacy libraries and create a home to school connection during e-learning. My Books Bundles includes Journals and Think Sheets that invite kids to express ideas, think about and rate the books they've read, and share books with peers and family members. The teacher can elect to distribute the books in a variety of ways—in packs or via student self-selection. These bundles will be used to ensure that intermediate readers in Grades 3-5 have access to books and support to guide their reading development in the home. Each Book Bundle pack - fiction, informational, and/or specialty titles (including STEM and others) - includes: - For each book: a corresponding two-sided Think Sheet of book-specific writing activities, comprehension questions, and other text-based response activities - For each student: a Reading Journal for recording text-based responses and for tracking and rating books read - For each student: colored pencils to inspire creativity and imagination in the student journal Book bundles will be distributed from school campus during designated period in the Fall and Spring semesters. - Grade 3: 62 bundles @ \$39.95 - Grade 4: 82 bundles @ \$39.95 - Grade 5: 87 bundles @ \$39.95			
	5100	530-Periodicals	3291 - Thurgood Marshall Elem. School	UniSIG		\$3,145.00
			Notes: Scholastic Classroom Magazines cover core subjects and helps support instruction and encourage students to make real-world connections across disciplines. Teachers will use these magazines in grades K-5 during small group and/or whole group instruction.			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		\$5,938.00
			Notes: Purchase book sets from Scholastic Education for Grades K-5 to support Social-Emotional Learning. These books engage students by encouraging them to make personal and meaningful connections to the texts they read and the issues in their lives. Will be used to supplement existing classroom libraries for Grades K-5.			
	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$7,810.00
			Notes: Renaissance, myON: Purchase site license for MyON Readers and AR to be utilized by students to read high interest text on the students' individual lexile levels. MyON is a digital library of enhanced reading content for students in grade PK-5. MyON measures reading with quizzes and provides data about student reading engagement. These data points offer important insights into whether students are on the path to proficiency and growth. Embedded assessments also provide information on student growth that can be used for progress monitoring. License term date cannot extend pass August 31, 2021.			
	6400	310-Professional and Technical Services	3291 - Thurgood Marshall Elem. School	UniSIG		\$900.00
			Notes: Renaissance Annual Coaching for Accelerated Reader program. (Two 90-minute Virtual Learning sessions @ \$450 each) PD session shall not exceed \$3,000/day.			
	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		\$2,500.00

			<i>Notes: Flocabulary site license offers videos and activities that help bring literacy into every subject area throughout the day: Flocabulary's multimodal approach to standards-based instruction reaches all learners where they are and engages them in rigorous academic content. Research-based videos and activities build the background knowledge and vocabulary students need to succeed. - Hundreds of standards-aligned lessons, - Weekly lesson covering the top news headlines and current events - Printable quizzes and activities to accompany each lesson - Student video & activity access - Activity assignments for entire class or individual students - Visibility into student activity results - Dashboards to track student performance License term date cannot extend pass August 31, 2021.</i>			
	6400	130-Other Certified Instructional Personnel	3291 - Thurgood Marshall Elem. School	UniSIG		\$640.00
			<i>Notes: Professional Development stipends to pay one District trainer to provide sixteen hours of professional learning opportunities for teachers in ELA and Math standards-based instruction. The professional development will be offered on Saturdays or during the summer. Stipend will be paid at \$40 per hour. - Total Trainer PD request: 16 hours x 1 trainer x \$40/ hour = \$640</i>			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		\$55.00
			<i>Notes: Fringe Social Security: FICA (Social Security) for 1 Trainer</i>			
	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$20.00
			<i>Notes: Fringe Workers Compensation for 1 Trainer</i>			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		\$8.00
			<i>Notes: Fringe Unemployment for 1 Trainer</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$171,475.00