Thurgood Marshall Elementary School

leadership
analysis
students
Florida
college and career
mission
school improvement
ambitious
family and community involvement
striving
teaching
achievement
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

Table of Contents

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

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	86%

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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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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.

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	Position 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).
Turner, Lori	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc).
Bloomfield, Christina	Reading Coach	Responsible for providing on site ELA coaching and ELA curriculum support to classroom teachers and students via modeling effective instructional strategies.
Kaigler, Delphia	Math Coach	Responsible for providing on site math coaching and math curriculum support to classroom teachers and students via modeling effective instructional strategies.
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.
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.

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

19

Total number of students enrolled at the school

317

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	46	43	50	57	83	87	0	0	0	0	0	0	0	366
Attendance below 90 percent	20	17	15	26	32	33	0	0	0	0	0	0	0	143
One or more suspensions	1	0	0	0	7	3	0	0	0	0	0	0	0	11
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 FSA ELA assessment	0	0	0	0	4	23	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	20	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	6	11	19	40	5	0	0	0	0	0	0	0	81

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	3	7	14	24	25	0	0	0	0	0	0	0	75

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

Tuesday 7/6/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	59%	57%	34%	56%	56%
ELA Learning Gains				52%	60%	58%	48%	57%	55%
ELA Lowest 25th Percentile				50%	54%	53%	35%	51%	48%
Math Achievement				45%	65%	63%	46%	62%	62%
Math Learning Gains				36%	66%	62%	62%	60%	59%
Math Lowest 25th Percentile				32%	53%	51%	58%	47%	47%
Science Achievement				29%	46%	53%	25%	49%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-34%				
05	2021					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	39%	67%	-28%	64%	-25%
Cohort Comparison		-56%				
05	2021					
	2019	33%	64%	-31%	60%	-27%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	49%	-25%	53%	-29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All students in grades K through 5, used Curriculum Associates, iReady Tutorial Program, for progress monitoring.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	10/26.3	7/18.4	14/35.9
	Economically Disadvantaged	10/27.8	7/19.4	13/36.1
	Students With Disabilities	1/20.0	1/20.0	0/0.0
	English Language Learners	2/20.0	1/10.0	3/27.3
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	11/29.7	1/2.7	9/23.7
	Economically Disadvantaged	11/30.6	1/2.9	8/22.9
	Students With Disabilities	1/20.0	0/0.0	0/0.0
	English Language Learners	4/44.4	0/0.0	1/9.1

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	7/15.9	7/15.p	14/30.4
	Economically Disadvantaged	7/16.3	7/16.3	14/31.1
	Students With Disabilities	0/0.0	1/14.3	1/12.5
	English Language Learners	1/9.1	0/0.0	1/7.7
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	7/15.9	5/12.2	14/30.4
	Economically Disadvantaged	7/16.3	5/12.5	14/31.1
	Students With Disabilities	0/0.0	0/0.0	0/0.0
	English Language Learners	0/0.0	0/0.0	1/7.7

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/35.8	24/42.9	28/50.9
	Economically Disadvantaged	17/34.7	22/42.3	26/51.0
	Students With Disabilities	1/9.1	2/18.2	4/36.4
	English Language Learners	2/20.0	1/9.1	2/18.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/13.2	10/17.9	0/0.0
	Economically Disadvantaged	5/10.2	9/17.3	0/0.0
	Students With Disabilities	0/0.0	1/9.1	0/0.0
	English Language Learners	0/0.0	0/0.0	0/0.0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/16.2	8/11.9	16/28.6
	Economically Disadvantaged	9/14.5	6/10.0	13/26.0
	Students With Disabilities	2/13.3	0/0.0	1/8.3
	English Language Learners	1/7.1	1/7.1	1/7.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/7.1	10/15.2	0/0.0
	Economically Disadvantaged	4/6.3	8/13.6	0/0.0
	Students With Disabilities	0/0.0	0/0.0	0/0.0
	English Language Learners	0/0.0	1/7.1	0/0.0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/16.7	15/20.3	19/26.8
	Economically Disadvantaged	12/19.0	13/20.0	17/27.9
	Students With Disabilities	0/0.0	1/9.1	0/0.0
	English Language Learners	1/5.0	1/4.5	3/15.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/9.6	17/23.0	4/18.2
	Economically Disadvantaged	7/10.9	14/21.5	4/22.2
	Students With Disabilities	0/0.0	0/0.0	0/0.0
	English Language Learners	0/0.0	3/13.6	1/25.0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	50		20	47		8				
ELL	49	50		48	50		13				
BLK	37	43	78	36	33	47	15				
HSP	59			44							
FRL	39	43	75	36	34	53	16				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
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	57
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

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

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Student proficiency levels have been consistent but learning gains have not.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Professional Learning Communities have contributed to the gains.

What strategies will need to be implemented in order to accelerate learning?

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Understanding Florida Standards and Improved Teaching Stategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

PLC's and PD Opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.
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%
Monitoring:	Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings
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)

No description entered

Person Responsible   [no one identified]

#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.
Monitoring:	Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings
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

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Thurgood Marshall Elementary School reported 0.7 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category. This school ranked #81/ 116 elementary schools in the county.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents, Business Partners, Teachers and Faculty meet monthly and discuss creating a positive environment at the School Advisory Committee Meeting.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$170,572.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	519-Technology-Related Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		$1,820.00
			Notes: Purchase Lenovo AC Adapters with differing USB tips to replace missing and broken adapters. The adapters will allow the scholars to engage in their learning without the worry of battery going dead and not having an adequate charger to continue learning.			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		$8,585.50
			Notes: Student classroom instructional supplies: Purchase composition books, pencils, sharpeners, ink pens, paper, dry erase markers, white boards and glue for students to use daily.			
	5100	530-Periodicals	3291 - Thurgood Marshall Elem. School	UniSIG		$3,000.00
			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	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		$38,880.00
			Notes: ELO Stipends: Stipends for 12 teachers to provide tutoring and extended learning opportunities in ELA, Math and Science for students in grades 3-5. Stipends for 12 teachers to work 1.25 hours, for three days per week, for 24 weeks. Stipends will be paid at hourly rate; $36/hour will be used for budgeting purposes. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; $36/hour will be used for budgeting purposes. There will be approximately 120 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Student Camp Time: 1.25/ day x 3 days x 24 weeks = 90 hours - ELO Student Camp Stipends: 12 teachers x 90 hours x $36 stipend = $38,880			
	5100	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		$2,975.00
			Notes: Fringe Social Security: FICA for 12 teachers			
	5100	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		$833.00
			Notes: Fringe Workers Compensation for 12 teachers			
	5100	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		$90.00
			Notes: Fringe Unemployment 12 teachers			
	6400	120-Classroom Teachers	3291 - Thurgood Marshall Elem. School	UniSIG		$21,600.00
			Notes: Professional Development Stipends: Provide stipends to 25 teachers to engage in professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap in reading, writing, math and science. Staff development will take place on six Saturdays, during the 2021-2022 school year. District Trainers and School Based Coaches will facilitate some of the PD sessions. Stipends will be paid at hourly rate; $36/hour will be used for budgeting purposes for a total of twenty hours per teacher. - PD stipends: 25 teachers x 6 Saturdays x 4 hours/ session x $36 stipend = $21,600			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		$1,653.00
			Notes: Fringe Social Security: FICA (Social Security) for 25 teachers			

	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		$463.00
			Notes: Fringe Workers Compensation for 25 teachers			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		$50.00
			Notes: Fringe Unemployment for 25 teachers			
	6400	130-Other Certified Instructional Personnel	3291 - Thurgood Marshall Elem. School	UniSIG		$1,920.00
			Notes: Professional Development stipends to pay two District trainers to provide 24 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. Stipends will be paid at hourly rate; $40/hour will be used for budgeting purposes. - Total Trainer PD request: 24 hours x 2 trainers x $40/hour = $1,920			
	6400	220-Social Security	3291 - Thurgood Marshall Elem. School	UniSIG		$147.00
			Notes: Fringe Social Security: FICA (Social Security) for 2 Trainers			
	6400	240-Workers Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		$43.00
			Notes: Fringe Workers Compensation for 2 Trainers			
	6400	250-Unemployment Compensation	3291 - Thurgood Marshall Elem. School	UniSIG		$5.00
			Notes: Fringe Unemployment for 2 Trainers			
	5100	369-Technology-Related Rentals	3291 - Thurgood Marshall Elem. School	UniSIG		$8,730.00
			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, 2022.			
	6400	310-Professional and Technical Services	3291 - Thurgood Marshall Elem. School	UniSIG		$900.00
			Notes: Renaissance Annual Coaching for Accelerated Reader program. (Two 90-minutte 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
			Notes: Nearpod Flocabulary site license will offer educational videos and activities that help bring literacy into every subject area for students in grades K-5. The online interactive program includes teacher lessons with which students complete assignments and assessments independently in live Canvas session. The 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, 2022.			
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		$9,100.00
			Notes: School Specialty, Wordly Wise Program will be utilized to support student learning in ELA in grades K-5. Vocabulary builders for grades K - 5th classroom sets. Materials will provide additional exposure to various vocabubulary students will be exposed to on the FSA.			

						- Grade K: Wordly Wise 3000 Academic Vocabulary Classroom Set with 26 Books - Grade 1:Wordly Wise 3000 Academic Vocabulary Classroom Set with 26 Books - Grade 2: Wordly Wise 3000 4th Edition Class Refill Set - Grade 3: Wordly Wise 3000 4th Edition Class Refill Set - Grade 4: Wordly Wise 3000 4th Edition Class Refill Set - Grade 5: Wordly Wise 3000 4th Edition Class Refill Set
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		$27,050.00
						Notes: Heinemann's Fountas LLI Red, Blue and Green Kits designed to provide remediation and intervention support for students in grades 1-3 in ELA as well as support small group instruction. These kits will reinforce reading fluency and reading comprehension. - Leveled Literacy Intervention kits (Grade 1) - Leveled Literacy Intervention kits (Grade 2) - Leveled Literacy Intervention kits (Grade 3) - Leveled Literacy Intervention kits (Grade 4)
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		$4,113.00
						Notes: Houghton Mifflin - Calendar Math Kits to teach and reteach math standards to students in grades K-2. Calendar Math Kits will help students see patterns, develop algebraic thinking and explore math relationships.
	6400	644-Computer Hardware Non-Capitalized	3291 - Thurgood Marshall Elem. School	UniSIG		$6,225.00
						Notes: Purchase 10 Lenovo ThinkPad L13 i5 (Touch) @ $622.50 each for teachers in grades 4-5 to align with advanced technology equipment for intermediate digital classrooms. The additional laptops will provide teachers the opportunity to integrate technology within the classroom.
	5100	510-Supplies	3291 - Thurgood Marshall Elem. School	UniSIG		$20,390.00
						Notes: Educational Development Associates, ACALETICS: Purchase instructional materials and resources from ACALETICS to support mathematics and science, and supplementary math and science resources for students in grades 3-5 to utilize for classroom instructional and to reinforce Florida Math Standards by providing a supplement to the core instructional materials. - Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 4 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2) - Grade 5 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2), Common Core Modeling (Bk 1-2), Science Scrimmage, Science Quik-Pik
	5100	644-Computer Hardware Non-Capitalized	3291 - Thurgood Marshall Elem. School	UniSIG		$9,500.00
						Notes: Purchase 40 laptops @ $237.50 each to be used by students for classroom teaching enhancement. For use by students in grades 2-5 for educational apps in reading, math, and science. The laptops will replace broken and damaged ones returned upon completion of the hybrid school year. 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.
2	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
					Total:	**$170,572.50**