

Pinellas County Schools

Thurgood Marshall Fundamental



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	30
Budget to Support Goals	31

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: 6/23/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
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 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	31

Thurgood Marshall Fundamental

3901 22ND AVE S, St Petersburg, FL 33711

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

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)
Middle School 6-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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	Position Title	Job Duties and Responsibilities
Wilson, Nicole	Principal	
Slifkin, Katie	Assistant Principal	
Turini, Lisa	Teacher, K-12	
Reitz, Matthew	Teacher, K-12	
Pawlowicz, Stephanie	Teacher, K-12	
McKee, Lois	School Counselor	
Giordano, Kerry	Teacher, K-12	New teacher mentor
Pendergrass, Amy	Teacher, K-12	Science Department Head
Stroud, Eric	Teacher, K-12	Electives Department Head
Vines, Shannon	Teacher, K-12	Social Studies Department Head

Demographic Information

Principal start date

Wednesday 6/23/2021, 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

52

Total number of students enrolled at the school

950

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

12

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

4

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	0	0	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	0	0
One or more suspensions	0	0	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	0	0
Course failure in Math	0	0	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	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	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	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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/23/2021

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	0	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide Math assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide Math assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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				73%	52%	54%	68%	50%	53%
ELA Learning Gains				63%	55%	54%	56%	50%	54%
ELA Lowest 25th Percentile				52%	47%	47%	46%	42%	47%
Math Achievement				72%	55%	58%	72%	54%	58%
Math Learning Gains				55%	52%	57%	61%	54%	57%
Math Lowest 25th Percentile				47%	46%	51%	45%	48%	51%
Science Achievement				65%	51%	51%	73%	52%	52%
Social Studies Achievement				79%	68%	72%	81%	65%	72%

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
06	2021					
	2019	78%	51%	27%	54%	24%
Cohort Comparison						
07	2021					
	2019	66%	51%	15%	52%	14%
Cohort Comparison		-78%				
08	2021					
	2019	73%	55%	18%	56%	17%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	44%	13%	55%	2%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	60%	10%	54%	16%
Cohort Comparison		-57%				
08	2021					
	2019	22%	31%	-9%	46%	-24%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	66%	51%	15%	48%	18%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	68%	11%	71%	8%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	55%	32%	61%	26%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	56%	43%	57%	42%

Grade Level Data Review - Progress Monitoring Assessments

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

Cycle Assessments, WriteScore and APM data is used to compile the data below.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	248	267	0
	Economically Disadvantaged	100	118	
	Students With Disabilities	18	18	
	English Language Learners	4	4	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	231	227	
	Economically Disadvantaged			
	Students With Disabilities	18	18	
	English Language Learners	4	4	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	267	276	
	Economically Disadvantaged			
	Students With Disabilities	10	14	
	English Language Learners	4	3	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	289	291	49
	Economically Disadvantaged			
	Students With Disabilities	17	14	0
	English Language Learners	4	4	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	250	263	
	Economically Disadvantaged			
	Students With Disabilities	5	5	
	English Language Learners	3	3	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	280	279	
	Economically Disadvantaged			
	Students With Disabilities	17	17	
	English Language Learners	1	1	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	282	289	216
	Economically Disadvantaged			
	Students With Disabilities	17	14	6
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	265	283	
	Economically Disadvantaged			
	Students With Disabilities	17	17	
	English Language Learners	1	1	

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	45	27	19	43	29	25	33	24			
ELL	71	67		79	50						
ASN	89	84		84	64		87	89	86		
BLK	45	38	27	44	33	29	39	48	52		
HSP	73	53	41	69	40	48	63	75	86		
MUL	66	54		73	47			78			
WHT	80	55	37	79	43	54	79	91	79		
FRL	52	43	32	51	35	32	48	59	56		
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						

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
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		

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	67

English Language Learners	
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	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

Our black students are performing 20%-30% below our white students. Looking at writes data, students dropped from cycle 1 to cycle 2 in all grade levels with the major trend being a decrease for evidence and elaboration.

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

Our ELA scores need improvement in two specific areas: evidence and elaboration and intro and conclusion. Or subgroup of black students show an overall need for improvement.

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 lack of specific professional development focused around writing and AVID as well as culturally relevant teaching were lacking. As part of the root cause analysis focus group, we are moving forward in this area.

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

Civics -- cycle assessment data and in class assessments monitored at the school level showed growth from semester 1 to semester 2

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

Teachers used interactive notebooks as a communication tool and held drive by conferences for online students. Civics tutoring was offered and Civics 360 was personalized for students based on their needs.

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

Professional development on differentiation and restorative practices

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.

1. Differentiation in the classroom -- VE Specialist
2. Restorative practices/behavior management/PBIS -- Behavior Specialist, PBIS team
3. Writing in Elective classes -- PD provided by ELA department head

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

Structured and monitored weekly PLC to focus on: standard/task alignment, differentiation, engagement, restorative practices, writing in the classroom (using capacity from within by having staff members present PD based on specific skill sets and expertise)

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 67% proficiency as evidenced by FSA ELA Achievement data. The problem/gap is occurring due to lack of continual rigor (complex text and student autonomy) within classroom instruction; tasks were not uniformly aligned to the target with fidelity in all learning environments, and immediate feedback to students as it relates to fidelity for writing is not present.

Measurable Outcome: The percent of all students achieving ELA proficiency will increase from 67% to 73% as measured by ELA FSA 2021-2022 data.

Monitoring: Progress monitoring for the ELA goal will include PLC Teams reviewing ELA program data (WriteScore/iReady). Administration will monitor data within leadership meetings and will meet with instructors of concern to create a plan of action for remediation/enrichment. Administration will conduct walk throughs to monitor target/task alignment and complexity. PLC templates will be utilized and reviewed by administration weekly to monitor planning. Administration will rotate PLCs to participate in weekly and provide immediate feedback.

Person responsible for monitoring outcome: Katie Slifkin (slifkink@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 Standards and district resources; these PLCs will be monitored weekly by administration via observation and template review.
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 as related to rigor and target/task alignment.
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 as evidenced by PLC template completion.

Person Responsible Katie Slifkin (slifkink@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 differentiate 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% (2021/2022) as measured by the SSA. 6th and 7th grade student achievement will increase 5% as evidenced by GAP Assessment and Midterm data comparison.

Monitoring: Progress monitoring for this goal will include PLC Teams reviewing Science data (GAP, Unit Assessments, and Cycle Assessments) and progress monitoring data to differentiate instruction in the classroom. PLC teams will complete planning template to be monitored by administration. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

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, GAP Assessments, Unit Assessments, and Cycle Assessments by utilizing and monitoring data to adjust/drive instruction.

Action Steps to Implement

1. Use District 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 with students to support progress monitoring towards obtainment of learning targets and goals.
4. Administrators monitor teacher practice as related to differentiation and target/task alignment and provide feedback to support teacher growth via weekly walkthroughs. Administrators regularly observe science lessons to monitor strategy implementation for differentiation and target/task alignment 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 on grade level course standards. Our current level of performance is 66% as evidence in 2021 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 66% (2018/2019 FSA data) to 71% (2021/2022 FSA data) as measured by FSA.

Monitoring: Progress monitoring for this goal will include PLC Teams reviewing Math program data and progress monitoring data to alter and implement action plans for improvement. Administration will monitor target/task alignment by conducting walk throughs with timely appropriate feedback.

Person responsible for monitoring outcome: Nicole Wilson (wilsonni@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks. Support staff to 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: Based on administrative walk through there was an inconsistency in appropriate target/task alignment. If administration conducts consistent walk throughs to observe target/task alignment with timely feedback then target/task alignment will occur.

Action Steps to Implement

Teachers participate in professional learning communities that involve data chats to review student responses to tasks and formative assessments and Cycle/Unit Assessments.

2. Teachers monitor and provide feedback to students to support learning.

3. Teachers will unpack mathematics standards to identify the critical content so that the target/task will be aligned.

4. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe math lessons with feedback.

5. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.

Person Responsible: Nicole Wilson (wilsonni@pcsb.org)

No description entered

Person Responsible: [no one identified]

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Our current level of performance is 74% as evidence by 2021 Civics EOC. Our current level of performance is 58% in US History and 38% World History. The problem/gap is occurring due to the lack of student-centered classrooms with rigorous tasks and differentiation. By ensuring classrooms are student centered and differentiated, Civics, US History, and World History proficiency will increase by 5%.

Measurable Outcome: The percent of students achieving proficiency will increase by 5% as measured by the spring administration of the Civics EOC and Cycle Assessment Data for the 2021/2022 school year.

Monitoring: Progress monitoring for this goal will include PLC Teams reviewing social studies data (Civics EOC and Cycle Assessments) and progress monitoring data to differentiate instruction in the classroom and ensure target/task alignment. PLC teams will complete a planning template weekly to be monitored by administration.

Person responsible for monitoring outcome: Nicole Wilson (wilsonni@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in student centered classrooms. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student in a student centered classroom through school embedded PD and walkthroughs with feedback to support and monitor differentiation and target/task alignment.

Rationale for Evidence-based Strategy: Based on administrative walk through there was not student centered classrooms. If administration conducts consistent walk throughs to observe student centered classrooms with rigorous tasks then students will have the opportunity of student centered learning through differentiation and proficiency will increase by 5%.

Action Steps to Implement

1. Regularly assess (formally and informally) and utilize District Unit Assessments to modify and adjust instruction.
2. Teachers will use WICOR (inquiry, collaboration, rigor) strategies within the classroom to increase student engagement and achievement through differentiation and target/task alignment.
3. Use data (Cycle Assessments, Unit Assessments, EOC) to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance of all students.
4. Administrators monitor teacher practice as related to differentiation and target/task alignment 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 scheduling guidelines track students lowering the number enrolled in accelerated courses. If course restrictions are lifted and appropriate supports implemented then, the percentage of students earning credit for accelerated coursework can increase by 5%.

Measurable Outcome: The percent of students enrolled in accelerated coursework will increase from 75% to 80% as measured by the number of students enrolled in accelerated courses.

Monitoring: Progress monitoring for this goal will include reviewing the master schedule to increase the number of students in accelerated courses and aligning appropriate ESE supports as reflected by individual IEPs as well as enrichment opportunities for all students evidenced by ELP and AVID.

Person responsible for monitoring outcome: Katie Slifkin (slifkink@pcsb.org)

Evidence-based Strategy: Increase student access to participate in advanced/accelerated coursework with support through AVID, ELP, and ESE push in support. If more students are enrolled in advanced/accelerated coursework then students will more students will earn high school credit.

Rationale for Evidence-based Strategy: If students are enrolled in accelerated courses and provided support through ELP, AVID, and ESE push in, then students will be afforded the opportunity to participate in higher level courses in high school that would result in college and career readiness.

Action Steps to Implement

1. Increase the number of course offerings to earn industry certification by adding 2 sections of DIT and 1 section of Coding.
2. Increase the number of students enrolled in accelerated courses by dropping regular ELA and Science courses. Also, providing PD to staff for effective differentiation and target/task alignment.
3. Inform parents about the accelerated course offerings and strategies to assist their students via weekly callouts and monthly meetings.

Person Responsible Katie Slifkin (slifkink@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 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 2021/2022 data.

Monitoring: Progress monitoring for this goal will include PLC Teams reviewing academic performance of black students data (Cycle Assessments, Unit Assessments, and Writes) and progress monitoring data to differentiate instruction in the classroom. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need. The Restorative Practice Committee will present lessons for restorative circles and monitor usage via 1st and 5th period.

Person responsible for monitoring outcome: Nicole Wilson (wilsonni@pcsb.org)

Evidence-based Strategy: Provide targeted professional development and coaching of teachers and leaders on culturally relevant strategies and differentiation 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, implicit bias with these students, and providing culturally relevant classrooms then scores will improve through differentiated instruction.

Action Steps to Implement

1. Equity/Restorative/Root Cause Analysis/CRT Team provide continuous professional development and monitor with feedback
2. Increase the number of Equity Champions on campus that will work with staff members to implement culturally responsive strategies
3. Monday Morning Circles to keep a pulse of the school culture
4. Administration will monitor teacher practices as related to restorative practices and differentiation to provide support and immediate feedback to teachers.
5. Administration will monitor circles for implementation and differentiation and provide feedback to teachers.

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 2019-2021 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 is two school years.
Monitoring:	We will reduce the OSS rate of students by 10% through the use of restorative practices. Progress monitoring for this goal will include PLC Teams reviewing discipline data/ detention data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy:	Equity mindset work will continue with courageous conversations about race, examining the root cause analysis and implementing restorative practices with fidelity to improve classroom environments and decreasing the loss of instructional time.
Rationale for Evidence-based Strategy:	Based on 2019- 2021 school-discipline data, an area of need was identified for equitable practice to provide interventions prior to loss of instructional time due to out of school suspension

Action Steps to Implement

1. Increase the equity team to at least 1 person per PLC
2. Equity Champions will provide monthly professional development during PLCs centered around equitable practices. This will be monitored by observation, participation and feedback.
3. Restorative practice professional development will be continuous throughout the year during PLCs

Person Responsible Nicole Wilson (wilsonni@pcsb.org)

#8. 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 30% to 20% for the 2021-22 school year.
Monitoring:	Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Lois McKee (mckeel@pcsb.org)
Evidence-based Strategy:	Strengthen our Tier 2 interventions to meet the needs of our chronologically 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

- 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 Heather Nemeth (nemethh@pcsb.org)

#9. 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 2021-22 school year.

Monitoring: Progress monitoring for this goal will include Community Team reviewing business partners and parent involvement (volunteers, parent conferences).

Person responsible for monitoring outcome: Nicole Wilson (wilsonni@pcsb.org)

Evidence-based Strategy: Intentionally build positive relationships with families by providing effective and clear communication and access to academic tools.

Rationale for Evidence-based Strategy: If family and community opportunities are engaging, informative and meaningful to families then positive community will be cultivated and active engagement would occur within the students' 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
5. Provide information to families on how to use Focus, online learning tools and resources to support academic success at home

Person Responsible Nicole Wilson (wilsonni@pcsb.org)

#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 which equates to .213 incidence per student. The problem/gap in behavior is occurring because of the 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 2021-22 school year.

Monitoring: Progress monitoring for this goal will include PLC Teams reviewing discipline data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome: Thomas Hammond (hammond@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 the students will self direct decreasing the office discipline referrals by 50%.
If all faculty and staff establish and maintain positive relationships with students while acknowledging and adhering to processes and procedures then the office discipline referral offenses will decrease by 50%

Action Steps to Implement

1. All staff will participate and implement school-wide positive behavior incentive system. The PBIS Committee will provide professional development on the electronic system
2. Lesson plans will be provided by PBIS/Restorative/Discipline Committee to teach common area expectations from the behavior matrix.
3. Administration will conduct walk throughs to monitor the delivery of the lessons.
4. Staff will facilitate school-wide restorative circles with students on Monday Mornings.
5. Restorative 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.

Person Responsible Thomas Hammond (hammond@pcsb.org)

#11. Other specifically relating to aGifted

Area of Focus Description and Rationale:	Our current level of performance of gifted students is 66% in math and 70% in ELA proficiency as evidenced by FSA Achievement data. The problem/gap is occurring due to the lack of complex tasks and lack of differentiation of gifted learners.
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 80% as evidenced by the FSA.
Monitoring:	Progress monitoring for this goal will include PLC Teams reviewing Math/ELA program data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
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 supports differentiation and complexity 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. Professional development implemented by Magnet Coordinator on the gifted learner that will enhance differentiation and complex tasks.
2. Teachers intentionally plan for differentiation for gifted learners and administrators monitor and provide feedback.
3. Teachers will participate in specific professional development related to questioning and differentiation for gifted learners as evidenced by the district's CGS PD progression for this upcoming year.
4. Implement culturally relevant teaching within the accelerated courses
5. Implement WICOR Strategies within the accelerated courses

Person Responsible Nicole Wilson (wilsonni@pcsb.org)

#12. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

TMFMS will decrease discipline data by 5%. The school is below the state discipline. This will be monitored by positive behavior systems, MTSS, and our restorative 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.

TMFMS will utilize positive behavior systems to reward students and staff. Restorative practices will be used in cases of students that violate school rules. Students participate in creating school wide expectations.

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

Staff, students and parents

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6300	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: \$1000.00 for teacher professional development</i>						
2110	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: Teachers will collaborate on SIP and facilitate Boot Camp for incoming students</i>						
2	III.A.	Areas of Focus: Instructional Practice: Science				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6400	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: Teachers will participate in professional development to enhance job performance</i>						
2110	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: Teachers will participate in creating School Improvement Plan and facilitating Boot Camp</i>						
3	III.A.	Areas of Focus: Instructional Practice: Math				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6300	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: \$1000.00 Teachers will participate in professional development</i>						
2110	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: \$1000.00 Teachers will write the School Improvement Plan and facilitate Boot Camp</i>						
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6300	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00	
<i>Notes: Professional development for teachers</i>						

	2110	120-Classroom Teachers	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00
			<i>Notes: SIP writing and Boot Camp facilitation for upcoming students</i>			
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: Student Attendance				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	160-Other Support Personnel	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$1,000.00
			<i>Notes: Provide additional hours for volunteer coordinator to solicit businesses for partnership</i>			
10	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	4631 - Thurgood Marshall Fundamental	School Improvement Funds		\$4,000.00
			<i>Notes: Assistant Principal will complete Master Schedule. Not to exceed eight days</i>			
11	III.A.	Areas of Focus: Other: aGifted				\$0.00
12	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$13,000.00