

Broward County Public Schools

Thurgood Marshall Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Thurgood Marshall Elementary School

800 NW 13TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Billins, Michael	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc.)
Bell, Deborah	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc.)
Carey, Camika	Reading Coach	Responsible for providing on site ELA coaching and ELA curriculum support to classroom teachers and students via modeling effective instructional strategies.
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.
Wolfe, Trishia	Teacher, ESE	Ms. Wolfe serves as the Exceptional Student Education (ESE) Specialist. She coordinates all required ESE meetings. She is also responsible for assisting regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders share input in the school SIP developmental process. All stakeholders are invited to the school's monthly SAC meetings where the SIP plan is shared and input is encouraged.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored for effective implementation by school leadership by using various progress monitoring tools to track students' growth and provide the necessary interventions. Stakeholders will be kept informed of the SIP implementation at monthly SAC meetings. The plan will be revised if necessary by stakeholders to ensure the needs of all scholars are met.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: D 2018-19: D 2017-18: C

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	11	15	13	12	10	15	0	0	0	76	
One or more suspensions	0	0	2	1	1	4	0	0	0	8	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	6	22	23	16	21	30	0	0	0	118	
Level 1 on statewide Math assessment	0	9	21	15	20	33	0	0	0	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	0	6	6	0	0	0	0	22	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	17	19	14	16	27	0	0	0	96

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	21	16	9	13	15	0	0	0	90	
One or more suspensions	1	2	0	2	7	7	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	20	27	17	0	0	0	64	
Level 1 on statewide Math assessment	0	0	0	16	27	12	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	12	9	13	0	0	0	46	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	4	18	25	25	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	16	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	21	16	9	13	15	0	0	0	90	
One or more suspensions	1	2	0	2	7	7	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	20	27	17	0	0	0	64	
Level 1 on statewide Math assessment	0	0	0	16	27	12	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	12	9	13	0	0	0	46	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	4	18	25	25	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	16	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	56	53	45	58	56	39		
ELA Learning Gains				65			44		
ELA Lowest 25th Percentile				76			78		
Math Achievement*	41	62	59	47	54	50	37		
Math Learning Gains				74			34		
Math Lowest 25th Percentile				75			47		
Science Achievement*	23	48	54	30	59	59	16		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	46	59	59	58			57		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	182
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	38	Yes	1	
AMI				
ASN				
BLK	39	Yes	1	
HSP	21	Yes	1	1
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	63			
AMI				
ASN				
BLK	58			
HSP	51			
MUL				
PAC				
WHT				
FRL	58			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			41			23					46
SWD	19			29			14				4	70
ELL	40			38			21				5	46
AMI												
ASN												
BLK	37			42			25				5	50
HSP	17			25							2	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	34			42			19				5	47

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	65	76	47	74	75	30					58
SWD	14	64	83	32	81	80	6					
ELL	60	66		60	77		56					58
AMI												
ASN												
BLK	44	64	76	47	72	71	29					60
HSP	45	64		45								
MUL												
PAC												
WHT												
FRL	43	66	76	47	72	75	29					54

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	44	78	37	34	47	16					57
SWD	21	50		20	47		8					30
ELL	49	50		48	50		13					57
AMI												
ASN												
BLK	37	43	78	36	33	47	15					57
HSP	59			44								
MUL												
PAC												
WHT												
FRL	39	43	75	36	34	53	16					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	56%	-22%	54%	-20%
04	2023 - Spring	35%	61%	-26%	58%	-23%
03	2023 - Spring	31%	53%	-22%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	62%	-28%	59%	-25%
04	2023 - Spring	48%	65%	-17%	61%	-13%
05	2023 - Spring	38%	58%	-20%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	21%	46%	-25%	51%	-30%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

English Language Arts achievement proficiency showed the lowest performance. The biggest contributing factor to the ELA performance was teacher pedagogy. 2022 was the official first year for teachers using BEST standards as well as using the Benchmark Advance platform.

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

English Language Arts achievement proficiency declined by 12%. In 2022, ELA proficiency was 45%, in 2023 it declined to 33%. The contributing factors include teacher pedagogy and unfamiliarity with new

resources. 2022 was the official first year for teachers using BEST standards as well as using the Benchmark Advance platform.

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

The greatest gap when compared to the state was reading proficiency and science proficiency. The reading proficiency for the state was 50, and Thurgood Marshall Elementary School's Reading proficiency was 33%. The science proficiency for the state was 55, and Thurgood Marshall Elementary School's science proficiency was 21%. The factors that contributed to this gap included teacher efficacy and high-quality Tier I instruction.

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

The component that showed the highest improvement was math proficiency. From 2021 to 2022, math proficiency increased by 10%, from 37% in 2021 to 47% in 2022. Math, proficiency increased due to weekly curriculum meetings in which teachers received additional support planning and intervention strategies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern include: 118 scholars received a Level 1 on the ELA state assessment and 98 scholars received a Level 1 on the Math state assessment.

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

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

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers continue to need professional development in delivering high-quality instruction to increase student achievement, technology integration and implement rigorous standards-aligned instruction and lessons.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, teachers in grades K-5 will effectively deliver high-quality instruction to increase student achievement as evidenced by an increase in ELA proficiency from 33% to our 2024 school goal of 45% ELA Proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Deborah Bell (deborrah.bell@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA. Teachers will use Heggerty and Wordly Wise intervention platforms

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 B.E.S.T Standards.

Teachers will then be able to determine their students' specific weaknesses and strengths per the standard covered, and they will use 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will collect and analyze student achievement data to identify areas of strengths and weaknesses.
2. Based on areas of weakness, 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. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four, and five.

4. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science, and Math.

5. The administration will procure additional resources (if necessary) through District resources, school budget resources, grants, and partnerships.

6. Professional Learning Communities will center on the implementation of writing, BAS calibration, and whole-group instructional practices of the Balanced Literacy Program and Guided Reading Groups.

7. Teachers will receive professional development in small group instruction, guided reading, quality math instruction, and quality science instruction.

Person Responsible: Michael Billins (michael.billins@browardschools.com)

By When: This will be an ongoing practice. The leadership team and instructional coaches will meet with teachers weekly.

#2. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers continue to need professional development in delivering high-quality instruction to increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, Economically Disadvantaged students will show an increase in ELA proficiency from 33% to 45% proficiency in ELA. K-5 teachers will deliver high-quality instruction to increase student achievement and reach our school's 2023 goals.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based intervention that will be used is iReady and Benchmark Advance. The Monitoring will take place weekly via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The i-Ready and Benchmark Advance intervention tool will be best for Thurgood Marshall Elementary because it will allow the teacher to meet the individual needs of scholars through differentiated standard-based assigned lessons based on scholars' abilities.

The teachers will also receive ongoing professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the B.E.S.T Standards.

Teachers will then be able to determine their students' specific weaknesses and strengths per the standard covered, and they will use 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will collect and analyze student achievement data of students to identify areas of strengths and weaknesses.
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, and whole-group instructional practices of the 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 and iReady Site Licenses will allow teachers to support students through the implementation of high-quality instructional materials and progress monitoring.

Person Responsible: Michael Billins (michael.billins@browardschools.com)

By When: The administration will meet weekly with teachers to actively discuss and monitor the plan.

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities (SWD) are not progressing when compared to other subgroups tested. 14% of students with disabilities were proficient in ELA compared to students with Free Reduced Lunch (FRL) with 43% proficiency in ELA and 60% of English Language Learners students were proficient in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD will increase from 14% to at least 50% proficiency on the ELA portion of the 2024 FAST Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA. SWD will receive pull-out intervention using Horizon and Elevate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 BEST Standards. Teachers will then be able to determine their students' specific weaknesses and strengths per the standard covered, and they will use 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will collect and analyze student achievement data of SWD students to identify areas of strengths and weaknesses.
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, and whole-group instructional practices of the 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 and iReady Site Licenses will allow teachers to support SWD students through the implementation of high-quality instructional materials and progress monitoring.

Person Responsible: Michael Billins (michael.billins@browardschools.com)

By When: ESE specialist will meet with teachers bi-weekly and provide scholars with support weekly. Administration will meet weekly with the ESE specialist and teachers to actively discuss and monitor the plan.

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data shows that 76 scholars display chronic attendance issues, in which they have missed 10 or more days of school. Chronic absences affect students' academic performances in core subjects because they miss vital instruction when they miss days of school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Thurgood Marshall E.S. attendance will decrease from 76 scholars to 30 scholars by June 2024. The school attendance coordinator will track scholars' attendance through pinnacle.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The teacher and administration will monitor pinnacle for chronic absences and put interventions in place early on to decrease excessive absences. Interventions The administration team, community liaison, school social worker, and teachers will work together to actively monitor students' attendance.

Person responsible for monitoring outcome:

Deborah Bell (deborrah.bell@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitoring will take place monthly via the following formats: Attendance Data Collection; Teacher and Administration Data Analysis Meetings. Scholars will receive incentives for attendance. Scholars will participate in monthly incentive-glow parties for their glowing attendance. In addition, scholars will be recognized on the morning announcement for their modeled attendance. This incentive will be for scholars who demonstrate proper attendance missing no more than 10 school days.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Consistent monitoring must take place to determine chronic absenteeism early on and put in place the proper interventions and/or incentives to decrease scholar absences. Students at TME typically respond positively to praise, recognition, and rewards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will collect and analyze student attendance data of students with chronic absences.
2. Teachers will maintain active communication with parents.
3. The school social worker will contact parents after 5 unexcused absences to identify family needs and

concerns.

4. Students will be provided with incentives, such as participation in attendance glow party and morning announcement recognition.

Person Responsible: Michael Billins (michael.billins@browardschools.com)

By When: Mr. Billins will monitor attendance monthly and facilitate meetings with the attendance coordinator and school social worker to discuss attendance concerns.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers continue to need professional development in delivering high-quality instruction to increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Teachers continue to need professional development in delivering high-quality instruction to increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By June, 50% of K-2 students will demonstrate proficiency on F.A.S.T. PM #3.
By June, 60% of K-2 students will demonstrate learning gains on F.A.S.T. PM #3.

Grades 3-5 Measurable Outcomes

By June, 40% of 3rd - 5th grade students will demonstrate proficiency on F.A.S.T. ELA PM #3.
By June, 65% of 3rd - 5th grade students will demonstrate learning gains on ELA and Math F.A.S.T. PM #3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Billins, Michael, michael.billins@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA, Math, and Science.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The teachers need professional development on standards-based instruction to ensure that their instructions are aligned with the ELA and MATH shifts linked to the B.E.S.T Standards.
Teachers will then be able to determine their students' specific weaknesses and strengths per the

standard covered, and they will use 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

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. The leadership team will collect and analyze student achievement data to identify areas of strengths and weaknesses.	Billins, Michael, michael.billins@browardschools.com
2. Based on areas of weakness, 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.	Billins, Michael, michael.billins@browardschools.com
3. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science, and Math.	Billins, Michael, michael.billins@browardschools.com
4. Teachers will participate in professional developments in the areas of focus. Teachers will participate in Science of Reading training, Savass Math Overview training, effective instructional strategies, TLAC strategies training and attendance symposium.	Billins, Michael, michael.billins@browardschools.com
Instructional coaches will also conduct the coaching cycle to assist teachers with instructional delivery and focus areas of development.	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP plan is shared with all stakeholders at the monthly SAC meetings. A hard copy is readily available. In addition, all stakeholders are provided the opportunity to review and add input. The SIP plan is also posted on the school website for all stakeholders to view- <https://www.browardschools.com/thurgoodmarshall>. Staff members are emailed a link to view the school's SIP.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Thurgood Marshall Elementary plans to build positive relationships with all stakeholders through quarterly family nights where parents can learn helpful tips to assist their scholars at home as well as receive free resources. All stakeholders will be invited to SAC meetings and family events such as literacy nights, movie nights, real men read, trunk or treat, and other school-wide hosted events. All events are posted on the school's social media pages for parents, staff, and community members.

<https://www.browardschools.com/thurgoodmarshall>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Thurgood Marshall E.S. plans to strengthen academic programs in school by maximizing all instructional time. Teachers will receive professional development on high-quality instructional strategies in core subject areas. Teachers will engage in weekly curriculum planning meetings as well as participate in data analysis meetings to identify and meet the needs of the scholars.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Head Start also has a schedule that ensures scholars are receiving rigorous instruction for their age group. Head Start programs at Thurgood Marshall E.S are included in all school-wide events and activities.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Thurgood Marshall Elementary is a health and wellness school that aims to promote a healthy lifestyle by being active. TME also teaches the whole child with a focus on social and emotional being. The school counselor and social worker facilitate group counseling sessions.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Thurgood Marshall Elementary implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has zero tolerance for bullying and violence.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Staff development funds are used to help with developing a comprehensive training program to help improve the delivery of instruction through a variety of workshops. These workshops provide the teachers an opportunity to move through mastery and improve student's proficiency achievement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Teachers, instructional coaches, and the school counselor conduct vertical articulation meetings to ensure a smooth transition from early childhood programs to Thurgood Marshall Elementary School. In addition, a Kindergarten round-up is hosted yearly to provide parents with information about Thurgood Marshall E.S.