

A word cloud graphic featuring various educational and strategic terms. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'supportive', 'problem solving', '8-Step', 'zero', 'ambitious', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'career', 'college', and 'and'. The colors used are primarily blue, orange, and yellow.

# 2014-15 School Improvement Plan

## Thurgood Marshall Elementary School

800 NW 13TH ST, Fort Lauderdale, FL 33311

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

98%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

99%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

F

D

C

B

### School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>25</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our MISSION is to ensure that all students attain maximum academic achievement while striving to enable every student to accept responsibility and become self-reliant productive contributors to society.

##### **Provide the school's vision statement**

Our VISION is to provide a rigorous differentiated and technology-rich curriculum to ensure that our students will either meet or exceed district and state achievement levels in reading, math, writing, and science.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Thurgood Marshall Elementary School has a Community Liaison that assists with building relationships between our parents/community and the school by functioning as a "School Connector". The role of the Community Liaison is to connect neighborhood residents, businesses, volunteers, and local institutions in order to build mutually beneficial relationships with the school. In addition, our school guidance counselor and leadership team facilitate school events for students, their families, and the community. Families are provided with information regarding local agencies and local community support available to families.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The guidance counselor welcomes every student to the school by conducting classroom visits. Information is shared regarding "safe people" that students may speak with if they are in need of assistance. Students are also provided with action steps for dealing with personal issues and peer conflicts. Bullying prevention instruction is provided to every class and information is also shared with students' families. In addition, there is a visible staff presence at strategic locations during transition times and school dismissal.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Students and staff are informed of the school wide behavioral system during a student assembly and staff presentation. The school disciplinary/behavior committee meets to revise the school behavioral system annually and on an as needed basis. The behavioral plan includes school and student responsibilities, guidelines for success, rules, consequences, behavior tracking, and school/parent communication. The behavioral system is monitored by school administration and information is disseminated during team meetings.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



We provide mentoring programs to both boys and girls. Student surveys are given in order to form mentoring groups based on individual student needs. Relationships are formed with outside agencies in order to provide counseling services both at home and at school. Students are linked to outside counseling agencies as needed. The school social worker assists in meeting student needs by providing services to families identified as requiring assistance. Families are provided with information to assist with student transition to middle school including, feeder school and magnet school information.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/70209>.

#### Description

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The assistant principal oversees school partnerships with the assistance of the school's Community Liaison. Partnerships are maintained through: partnering on school events, email and phone communication, in-person visits, the school website partnership section, and SAC/SAF meetings. Partners provide financial assistance, materials, community connections, and academic enrichment. Partnerships are sustained by creating mutually beneficial relationships and a partnership calendar.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### School Leadership Team

##### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Billins, Michael	Principal
Thomson, Dana	Assistant Principal
McKinnis, Jacqueline	Instructional Coach
Kineard, Audrey	Instructional Coach
Bedward, Tamar	Guidance Counselor
Littlefield, Susan	Instructional Coach
Kaigler, Delphia	Instructional Coach

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The function and responsibilities of the school-based leadership team members as related to the school's MTSS and SIP are as follows:

- \* The building principal ensures that the MTSS processes are aligned with School Improvement targets, goals, and strategies; enforces school and district policies; determines allocations of resources; appoints the MTSS Coordinator and team members; determines frequency and locations of MTSS meetings; evaluates the effectiveness of the MTSS process and team members, reports the progress of the MTSS process to the School Advisory Council, faculty and staff, and provides administrative support to the MTSS team in the accomplishment of their tasks.
- \* The assistant principal provides student assessment/behavior data, schedules, parent/student conference information, arranges for class coverages for teachers, assists the team in matching behavioral and academic interventions with student deficiencies, ensures that the MTSS processes are aligned with School Improvement targets, goals, and strategies; enforces school and district policies; evaluates the effectiveness of the MTSS process and team members, reports the progress of the MTSS process to the School Advisory Council, faculty and staff, and provides administrative support to the MTSS team in the accomplishment of their tasks.
- \* The MTSS Coordinator, schedules MTSS meetings, sets agendas maintains a database, contacts parents, and assigns management of cases to the team members. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Furthermore, the coordinator, through the collaborative discussion among the members of the MTSS team and teachers of referred students, facilitates decisions regarding modifications needed to the core curriculum and/or management of student behavior based on data points and graphs. Students are then moved through the various MTSS Tiers.
- \* The Reading, Math, Science coaches act as case managers and provide data and subject knowledge expertise for the MTSS team. As case managers, MTSS members, observe students and report back to the MTSS team. MTSS coaches, in addition, assist teachers in matching interventions with identified student academic deficiencies. Coaches are also instrumental in the development of the SIP based upon MTSS membership.
- \* Other members include the following:
  - Classroom teacher - whose role includes following the MTSS referral process by completing all paperwork necessitated to initiate an MTSS referral; and implementing monitoring and recording interventions data in a timely manner.
  - School Psychologist, whose role includes assisting teachers in capturing psychometric data to measure intervention efficacy, and referring for students to outside agencies.
  - School social worker, whose role includes assisting with attendance/ family/residence/health issue concerns.
  - Exceptional Student Educational Specialist - whose role includes sharing academic and behavioral ESE strategies/interventions with general education teachers.
  - English Speakers' of other Languages (ELL) Coordinator whose role includes ensuring that ESOL strategies are being implemented for referred ELL students, ESOL classifications are accurate, and assisting in communicating with families of ELL students.
  - Community Liaison, whose role includes the addressing of immediate family concerns that may help to ameliorate student deficiencies.

Each of the aforementioned members contributes expertise in his/her area, to assist in the formulations of MTSS decisions with the shared objective of meeting the needs of all referred students.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students***

**and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

As outlined in the data-based problem-solving processes for the implementation and monitoring of the school's MTSS and SIP structures the school deploys the following actions to address the effectiveness of core instruction, resource allocation (funding and staffing), teachers support systems, and small group and individual student needs :

- \* The school regularly administers standardized and non standardized assessments (district and in-house assessments); the results of these assessments are reviewed and analyzed; and based upon the analyses of the findings, decisions are formulated with regard to core, supplemental and intervention curriculum choices, utilization of staff/resources, Professional Development choices, scheduling options, groupings within classes/grades, and one-on-one instruction.

- \* The school regularly schedules Leadership Team meetings to review assessment data, patterns of strengths/weaknesses in instructional delivery, instructional programs, interventions; and identifies trends to ensure continuous improvement.

- \* As new student assessment data surface, Data Conferences are scheduled with administration and teachers at each grade level to compare each student's current level of performance with baseline data; if student assessment data demonstrate steady gains, instructional practices are continued; conversely, if little or no gains are demonstrated existing instructional practices may be intensified or alternative programs may be recommended.

- \* A data base of student assessment data is maintained to track the progress of all students.

Federal, state and local funds, services, and programs are coordinated and integrated in the this school through the following:

Title I, Part A - Services provide additional funding for teachers to assist students, particularly low performing students, during the instructional day. Parental activities are planned and a Community Liaison is

also provided to assist parents in improving the academic performance of their children. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

Title I, Part D - The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district Prevention Programs.

Title II -The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III - Services are provided through the district for educational materials; English Language Learner (ELL) district support services are specifically provided to improve the education of immigrants and English Language Learner students.

Nutrition Program -The school has been awarded the USDA Fresh Fruit and Vegetable Program Grant for the fifth year that

provides students with snacks of fruits or vegetables three times per week.

Supplemental Academic Instruction (SAI) funds are used to provide additional tutoring after school and for

additional instructional support for students during the school day. Approximately 50% of a teacher is provided through this budget.

Violence Prevention -The school uses the district anti-bullying protocol; counseling is provided by the school counselor, referrals

are made for counseling through Starting Place, Inc., Chrysalis Center, and Children's Home Society.

Head Start - The school operates one Head Start program that provides educational, health, social, and psychological services to four year old students.

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

<b>Name</b>	<b>Stakeholder Group</b>
Leanna Greenidge	Teacher
Michael Billins	Principal
Orelus Aristil	Parent
Uliet Black	Teacher
Dalila Castillo	Parent
Benoit Clerveaux	Parent
Shedrick Dukes	Business/Community
Michelle Dulcos	Parent
Claudine Francois	Parent
Daniel Frazier	Parent
Yolanda Garcell	Education Support Employee
Betise Kalicos	Business/Community
Leonie Lisme	Parent
Willamena Little	Parent
Jules Louis	Parent
Raya McCray	Business/Community
Jacqueline Powell	Teacher
Yanick Prince	Education Support Employee
Aviance Reed	Parent
Darcy Rusian	Teacher
Newasann Sutherland	Parent
Lawanda Thomas	Parent

### **Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

#### ***Evaluation of last year's school improvement plan***

The SAC is charged with monitoring the school's progress towards identified goals. The SAC committee works with school staff, administration, community members, and parents through discussion of MTSS and SIP structures during committee meetings. Progress monitoring updates are provided during SC meetings and suggestions are made if plan revision is required to meet the goals stated in the SIP.

#### ***Development of this school improvement plan***

SAC members are apprised of School Improvement Plan goals, strategies, and assessment data. Through the SAC process, the members participate in the development, review, and evaluation of the SIP plan.

#### ***Preparation of the school's annual budget and plan***

SAC members are briefed on the school's annual budget plan by the principal. They are afforded the opportunity to provide their input and ask questions. Through the SAC process, the members participate in the review of the school budget.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Projected use of SAC funds is forthcoming. 2014-2015 Allocation

Accountability:\$ 1,976.00

Carry Over from previous years: \$5,321.00

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McKinnis, Jacqueline	Instructional Coach
Jackson, Crystal	Teacher, K-12
Littlefield, Susan	Instructional Coach
Kineard, Audrey	Instructional Coach
Chestnut, Antonette	Teacher, K-12
Thomson, Dana	Assistant Principal
Darby, Debbie	Teacher, K-12
Greenidge, Leanna	Teacher, K-12
Billins, Michael	Principal

**Duties****Describe how the LLT promotes literacy within the school**

The LLT team initiatives this year will primarily focus on the implementation of activities that promote Common Core College and Career Readiness and increase student achievement. The initiatives are follows:

- Ensuring that text complexity along with close reading and rereading of texts is central to lessons; continuing to provide students with many opportunities to engage in reading and listening to complex text materials.
- Working to assist teachers in providing scaffolding that does not replace text reading by students.
- Working to continue assisting teachers in the development of text dependent questions from a range of question types.
- Continuing to have teachers emphasize that students must support of their answers based upon evidence from the text.
- Working to increase research and writing opportunities (claims and evidence).
- Continuing to use data to analyze instructional effectiveness and adjust instruction and resources to meet student learning and intervention needs.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Grade level teams share a 30 minute common planning time on a daily basis. In addition, teachers belong to a collaboration team that they meet with for 90 minutes on an 8 day rotation. Teachers are also members of a Professional Learning Community where they are provided time on a monthly basis to collaborate and plan instruction.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

To recruit and retain highly qualified, certified-in-field, effective teachers to the school the district provides a Job Fair. The school administrators are responsible for hiring highly qualified teachers from the pool of applicants. New teachers are paired with district induction coaches. Teachers receive additional support from their team leaders.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentoring program/plan includes pairings of teachers and yearlong developmental activities. Teachers who are new to the school or new to a subject or grade level are paired with experienced teachers. Pairings are based upon levels of experience in subject areas and/or grade levels and educational compatibility. Mentoring activities include timely meetings, mentors and mentees observing each other, modeling best practices, providing feedback and discussing improvements to classrooms and instructional practices. Mentors also share activities such as providing new teachers grade level content limitations, Second Generation Sunshine State Standards, Common Core State Standards and District and school policies. In addition, mentors make recommendations to mentees in areas of Professional Development.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

A Care to Be The Best detailed progress cycle plan is being implemented to ensure our core instructional programs and materials are aligned to the Florida Standards. The plan includes formative assessments being given every 3 weeks to monitor progress and drive instructional practice. In addition, instructional coaches will meet with grade level teams to provide feedback and support. Teacher instructional levels will be monitored using a tiered support system. Teachers will participate in PLCs focusing on effective delivery of the Florida State Standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Thurgood Marshall Elementary is currently following the CARE model through a progress monitoring cycle. Teachers administer mini BAFS every three weeks, which specific standards are aligned to the new LAFS and FSA. Teachers will then use the data to either reteach standards or provide enrichment. Supplemental resources are used to differentiate instruction on a daily basis in a small group setting. The various resources are Quick Reads, Phonics for Reading, Elements of vocabulary,



Journeys Write-in Readers, and leveled readers. The teachers will continue to progress monitor students throughout the year. Teacher have scheduled 90 minute collaboration sessions every 8 days to: analyze data, review instructional strategies, and plan remediation/enrichment.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 60

Extended Learning will be provided to all students with a focus on Literacy for an extra 60 minutes daily

***Strategy Rationale***

Statewide failing schools that moved to an extended learning day schedule for students showed significant improvement in student learning gains.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Billins, Michael, michael.billins@browardschools.com

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Formative Assessments will be administered to all students participating in the extended learning school program in reading, math, writing, and science. Assessment data will be collected and monitored by the reading, science, and math coaches to determine the effectiveness of the extended day intervention plan. Results will be captured and analyzed. Teachers will review data to drive instruction. They will be given an extra 90 minutes of collaborative planning time on an 8 day rotation cycle.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Thurgood Marshall Elementary School houses three preschool units; two Exceptional Student Education (ESE) Pre-Kindergarten units and one Head Start (HS) unit, respectively. With regard to the logistics of registration of the pre-kindergarten students at the elementary schools, the HS and ESE Pre-kindergarten staffs ensure a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the programs. The preschool family services support teams, classroom teachers, and Exceptional Student Education Specialist (ESE) provide ongoing guidance to the

families of preschool students by indicating the corresponding home schools of the students, immunization requirements, and dates scheduled for kindergarten roundups, if applicable, at prospective schools. Communication can occur between community childcare centers and this school via school newsletters, flyers, the website of the school, and additionally through the child care centers that directly service our students in after care programs.

To ensure school readiness, the Head Start (HS) Program implements a literacy, math, and science curricula. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing the ongoing assessment of students, is placed in the cumulative folders to familiarize kindergarten teachers with the progress of HS students in the program.

To ensure school readiness, the Exception Student Education (ESE) Pre-Kindergarten programs implement the Creative Curriculum Early Literacy Program, Skills Streaming in Early Childhood, and education in Social Skills. ESE Pre-Kindergarten students continued to be closely monitored in kindergarten in accordance with their Individual Education Plan (IEP).

Thurgood Marshall Elementary offers a Pre-Kindergarten program inventory for kindergarten. This is administered to all preschoolers as an initial diagnostic to determine the specific skills and knowledge of students and as a final assessment tool as students prepare to transition to kindergarten. Upon promotion to kindergarten, The Florida Kindergarten Readiness Screening (FLKRS), the Diagnostic Reading Assessment (DRA) and the Florida Assessments for Instruction in Reading (FAIR) are administered. Families are provided with information to assist with student transition to middle school including, feeder school and magnet school information. The school guidance counselor is available to students and families for transition counseling.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

n/a

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

n/a

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

n/a

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



Science and Math will be taught everyday. Math and Science Instructional coaches will provide STEM support to all grade levels. Teachers will follow a progress cycle calendar and use formative assessment data to drive instruction and determine remediation/enrichment needs in reading, math, science, and writing. 5th grade students have a one hour daily STEM instructional hour as part of their schedule. School partners and field trips will provide various opportunities on and off campus for students to learn about careers.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Create a positive school culture and build teacher capacity while focusing on student engagement and student-centered classrooms school-wide.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Create a positive school culture and build teacher capacity while focusing on student engagement and student-centered classrooms school-wide. 1a

G041971

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	67.0

**Resources Available to Support the Goal** 2

- Human Resources: Instructional Coaches, In-house expertise, School-Based leadership team.
- Positive initiatives: AR Rewards, Honor Roll Assemblies, "I Caught You Reading", STARS for Staff,
- Team Building: Common Planning, Administration Open-Door Policy, Team Leader Release Times, Sunshine Committee
- Technology: Web-inars, Marzano Model Videos

**Targeted Barriers to Achieving the Goal** 3

- Teacher need support in creating student centered classrooms and maintaining high levels of student engagement.

**Plan to Monitor Progress Toward G1.** 8

Analyze student formative assessment data and iObservation data

**Person Responsible**

Michael Billins

**Schedule**

Monthly, from 9/25/2014 to 5/5/2015

**Evidence of Completion**

Increases in student and teacher performance data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Create a positive school culture and build teacher capacity while focusing on student engagement and student-centered classrooms school-wide. **1**

 **G041971**

**G1.B2** Teacher need support in creating student centered classrooms and maintaining high levels of student engagement. **2**

 **B102217**

**G1.B2.S1** Conduct PLCs focusing on instructional strategies such as (DOK) Depth of Knowledge and Marcia Tate. **4**

 **S113415**

### Strategy Rationale

In order to increase student achievement there is a need to increase implementation of higher order questioning techniques and student engagement instructional strategies.

### Action Step 1 **5**

Conduct PLCs based on the research of Marcia Tate and Webb's Depth of Knowledge

#### Person Responsible

Dana Thomson

#### Schedule

Monthly, from 8/15/2014 to 5/5/2015

#### Evidence of Completion

PLC minutes entered in district database Lesson Plans Student work samples Students actively engagement

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review the content of PLC meeting minutes in the district database

**Person Responsible**

Dana Thomson

**Schedule**

Monthly, from 8/15/2014 to 5/5/2015

***Evidence of Completion***

PLC database minutes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Attend PLC meetings

**Person Responsible**

Michael Billins

**Schedule**

Monthly, from 8/14/2014 to 5/5/2015

***Evidence of Completion***

PLC agenda, sign in sheet

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review lesson plans, observe and collect teacher and student performance data

**Person Responsible**

Michael Billins

**Schedule**

Weekly, from 9/25/2014 to 5/5/2015

***Evidence of Completion***

Teacher lesson plans, iObservation data marks, student formative assessment data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Conduct PLCs based on the research of Marcia Tate and Webb's Depth of Knowledge	Thomson, Dana	8/15/2014	PLC minutes entered in district database Lesson Plans Student work samples Students actively engagement	5/5/2015 monthly
G1.MA1	Analyze student formative assessment data and iObservation data	Billins, Michael	9/25/2014	Increases in student and teacher performance data	5/5/2015 monthly
G1.B2.S1.MA1	Review lesson plans, observe and collect teacher and student performance data	Billins, Michael	9/25/2014	Teacher lesson plans, iObservation data marks, student formative assessment data	5/5/2015 weekly
G1.B2.S1.MA1	Review the content of PLC meeting minutes in the district database	Thomson, Dana	8/15/2014	PLC database minutes	5/5/2015 monthly
G1.B2.S1.MA2	Attend PLC meetings	Billins, Michael	8/14/2014	PLC agenda, sign in sheet	5/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Create a positive school culture and build teacher capacity while focusing on student engagement and student-centered classrooms school-wide.

**G1.B2** Teacher need support in creating student centered classrooms and maintaining high levels of student engagement.

**G1.B2.S1** Conduct PLCs focusing on instructional strategies such as (DOK) Depth of Knowledge and Marcia Tate.

### PD Opportunity 1

Conduct PLCs based on the research of Marcia Tate and Webb's Depth of Knowledge

#### Facilitator

Instructional coaches, in-service facilitator, team leaders

#### Participants

instructional staff, paraprofessionals

#### Schedule

Monthly, from 8/15/2014 to 5/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



Budget Rollup

Summary	
Description	Total
Grand Total	0