

Pinellas County Schools

Thurgood Marshall Fundamental



2019-20 School Improvement Plan

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Thurgood Marshall Fundamental

3901 22ND AVE S, St Petersburg, FL 33711

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

Demographics

Principal: Nicole Wilson P

Start Date for this Principal: 6/5/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

All members of the TMFMS community are committed to providing a safe and challenging learning environment that promotes college and career readiness by focusing on critical thinking, communication, collaboration, creativity, competition, and concern for others.

Provide the school's vision statement

100% students making academic and social growth each year.

School Leadership Team

Membership

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

Name	Title
Wilson, Nicole Principal	Principal
Smith, Jessica Teacher, K-12	Teacher, K-12
Singh, Nicole Teacher, ESE	Teacher, ESE
Reed, Natasha Teacher, K-12	Teacher, K-12
Pawlowicz, Stephanie Teacher, K-12	Teacher, K-12
Slifkin, Katie Assistant Principal	Assistant Principal

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	367	348	316	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	25	17	27	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	21	22	17	0	0	0	0	60
Course failure in ELA or Math	0	0	0	0	0	0	1	13	11	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	53	42	68	0	0	0	0	163

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	13	23	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

44

Date this data was collected or last updated

Wednesday 6/5/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	52%	54%	68%	50%	53%
ELA Learning Gains	63%	55%	54%	56%	50%	54%
ELA Lowest 25th Percentile	52%	47%	47%	46%	42%	47%
Math Achievement	72%	55%	58%	72%	54%	58%
Math Learning Gains	55%	52%	57%	61%	54%	57%
Math Lowest 25th Percentile	47%	46%	51%	45%	48%	51%
Science Achievement	65%	51%	51%	73%	52%	52%
Social Studies Achievement	79%	68%	72%	81%	65%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	367 (0)	348 (0)	316 (0)	1031 (0)
Attendance below 90 percent	25 ()	17 ()	27 ()	69 (0)
One or more suspensions	21 (0)	22 (0)	17 (0)	60 (0)
Course failure in ELA or Math	1 (0)	13 (0)	11 (0)	25 (0)
Level 1 on statewide assessment	53 (0)	42 (0)	68 (0)	163 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	78%	51%	27%	54%	24%
	2018	61%	49%	12%	52%	9%
Same Grade Comparison		17%				
Cohort Comparison						
07	2019	66%	51%	15%	52%	14%
	2018	68%	48%	20%	51%	17%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
08	2019	73%	55%	18%	56%	17%
	2018	73%	55%	18%	58%	15%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	44%	13%	55%	2%
	2018	55%	45%	10%	52%	3%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	70%	60%	10%	54%	16%
	2018	78%	59%	19%	54%	24%
Same Grade Comparison		-8%				
Cohort Comparison		15%				
08	2019	22%	31%	-9%	46%	-24%
	2018	25%	31%	-6%	45%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	66%	51%	15%	48%	18%
	2018	74%	53%	21%	50%	24%
Same Grade Comparison		-8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	68%	11%	71%	8%
2018	83%	66%	17%	71%	12%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	55%	32%	61%	26%
2018	89%	57%	32%	62%	27%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	56%	43%	57%	42%
2018	100%	56%	44%	56%	44%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	48	53	41	40	36	29	42	38			
ELL	38	77		38	38						
ASN	89	80		85	75		85	100	95		
BLK	47	47	44	49	42	44	38	61	78		
HSP	74	72	65	72	53	56	68	84	85		
MUL	64	62	50	69	59		53	73	87		
WHT	90	71	67	88	63	51	81	92	93		
FRL	57	57	47	56	47	47	46	67	81		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	41	44	38	37	44	47	37	57			
ASN	76	60		83	67		88	100	87		
BLK	42	42	40	47	47	42	45	56	75		
HSP	71	54	54	82	67	50	92	88	100		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	66	52	43	74	65	45	82	75	93		
WHT	85	66	60	87	69	53	84	94	94		
FRL	50	45	41	53	48	40	54	66	77		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA and Math (specifically SWD).

Access to culturally relevant teaching and practices
Inconsistency of support in ELA and Math classrooms

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

Science achievement from 74% to 66%
Math achievement from 78% to 70% in 7th grade.
Math from 25% to 22%

Math L25 gains went from 47% to 29%

Teachers out on leave
Instability within the classroom

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

7th Math was 57% and state average was 55%.

Teacher out on leave
Instability within the classroom

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

ELA 6th increased by 17%
Subgroups (ELA proficiency and gains with L25's)

Unique Skills class
Increase in CRT through district
Content specific PD (differentiated for teachers)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One or more suspensions
Level 1 on state assessment

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

1. Black ELA/Math Achievement
2. Gifted
3. SWD Math Achievement
4. Black discrepancy in discipline

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Bridging the Gap
Rationale	Scoring disproportionately lower than other subgroups.
State the measureable outcome the school plans to achieve	Increase learning gains with black students in ELA and Math by 5%
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	<p>--Strengthen staff ability to engage students in complex diverse text and tasks.</p> <p>--Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds</p> <p>--Instruction to meet the needs of each student.</p> <p>--Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</p>
Rationale for Evidence-based Strategy	Ensure black students are receiving high quality instruction to increase black student achievement by receiving standard based instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in common planning/professional learning communities to discuss data points from Unit and Cycle Assessments to drive/adjust instruction while utilizing the common pacing calendar. 2. Increase school-wide literacy using culturally relevant strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest. 3. Utilize AVID/WICOR strategies (Focused Note-Taking, Student Centered tasks with Rigor) 4. Utilizing equity in classroom practices to engage black students using 5M's 5. Conduct PLCs inclusive of 'data chats' to review black student responses to tasks and formative assessments to plan for lessons. 6. Increase the number of black students in advanced courses with support (AVID, Intensive Math, Before/Afterschool enrichment/remediation) 7. Monitor effectiveness of instruction and lesson planning that engage Black students in rigorous, standard based work. Provide ongoing feedback to teachers to support the development of their practice in supporting African American students 8. Create PMPs for all black students.
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#2	
Title	SWD Math achievement for L25's
Rationale	Our decrease from 47% to 29% in Math proficiency.
State the measureable outcome the school plans to achieve	Increase learning gains in SWD to 41% in Math with L25's. .
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	<p>--Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).</p> <p>--Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.</p>
Rationale for Evidence-based Strategy	Provide quality instruction to SWD that increases student achievement by mastering standards in all core content classes as evidenced by FSA scores.
Action Step	
Description	<ol style="list-style-type: none"> 1. TMFMS will increase the number of ESE students in advanced courses with support (before school/AVID) 2. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs. 3. SWD are enrolled in Unique Skills course to support achievement in math.
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#3	
Title	Black student discrepancy in discipline
Rationale	The number of ODR was 223 total.-- 70% were Black students.
State the measureable outcome the school plans to achieve	Decrease discipline rate of black students by 10%.
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	-Equity PD -CRT PD -Strengthen the ability of all staff to maintain positive relationships with all students.
Rationale for Evidence-based Strategy	High percentage of black students receiving referrals is higher than their make up of their school.
Action Step	
Description	1. Equity training 2. Continue full implementation schoolwide for Restorative Approaches and SEL 3. Green Team (restorative team of admin, guidance, and beh. specialist) 4. PBIS implementation
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#4	
Title	Gifted Achievement
Rationale	Increase percentage gifted students scoring level 4/5 in both ELA and Math.
State the measurable outcome the school plans to achieve	Increase from ELA 70% to 82% Increase from Math 66% to 81%
Person responsible for monitoring outcome	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy	-Students requiring Gifted services are provided rigorous grade-level content in the Gifted classroom. -Ensure that students requiring Gifted services receive instruction designed to teach students to advocate for their academic, social, and emotional needs. -Academic enrichment opportunities to expand critical and collaborative thinking.
Rationale for Evidence-based Strategy	TMFMS Gifted Students are below the State Average of scoring Level 4/5 in both ELA and Math.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assess students prior knowledge by pre-testing to optimize instructional time for differentiation. 2. Asking intentional questions to increase depth and complexity. 3. Dedicated Advanced Academics teachers per grade level and implementation of new AA curriculum. 4. Guidance support in Gifted classrooms within AA classrooms. 5. Case manager will monitor progress and have EP meeting when needed. 6. Gifted parent meeting to meet the needs of the gifted learner. 7. Student led conference night. 8. School-wide gifted differentiated PD for teachers based on feedback from walkthrough data.
Person Responsible	Katie Slifkin (slifkink@pcsb.org)

#5	
Title	Math Goal
Rationale	The gap occurred due to lack of common planning among teachers and complex tasks.
State the measureable outcome the school plans to achieve	Increase proficiency in math by 5% from 72% to 77% as measured by FSA.
Person responsible for monitoring outcome	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Ensure learners are provided high quality math instruction by certified instructors.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers participate in professional learning communities that involve data chats to review student responses to tasks and formative assessments and Cycle/Unit Assessments. 2. Teachers monitor and provide feedback to students to support learning. 3. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe math lessons with feedback. 4. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#6	
Title	ELA/Reading
Rationale	Our current level of performance is 73% proficiency as evidence by FSA ELA data. The gap is occurring because lack of rigor (complex text and student autonomy) within classroom instruction along with consistency of certified instructors and monitoring by administration to teacher; teacher to student.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 73% to 78% as measured by ELA FSA.
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	TMFMS will increase proficiency in ELA as measured by FSA by using data to organize students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in common planning/professional learning communities to discuss data points from iReady, Write Score and Cycle Assessments to drive/adjust instruction while utilizing the common pacing calendar. 2. Administrators will monitor teacher practice and provide feedback of evidence of using data to drive instruction on an ongoing basis. 3. Teachers will participate in differentiated professional development to increase student achievement based on feedback from administrative walkthroughs. 4. Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. 5. Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice, as well as build stamina for longer projects across the grade levels and calendar year. 6. Teachers will use AVID/WICOR (focused note taking and small group instruction with collaboration) strategies within the classroom.
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#7	
Title	Science Goal
Rationale	TMFMS did not perform to State/District Standards
State the measureable outcome the school plans to achieve	Increase Science Proficiency from 65% to 73% (8%)
Person responsible for monitoring outcome	Katie Slifkin (slifkink@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content to differentiate/scaffold instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	TMFMS will increase Science proficiency as measured by FSA by utilizing and monitoring data to adjust/drive instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in common planning/professional learning communities to discuss data points from Unit and Cycle Assessments to drive/adjust instruction while utilizing the common pacing calendar. 2. Conduct regular, PLC inclusive of data chats to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex text from a science perspective. 3. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers.
Person Responsible	[no one identified]

#8	
Title	Social Studies
Rationale	Our current level of performance is 79% as evidence by Civics EOC. We expect our performance level to be 85%. The gap is occurring due to lack of monitoring how data drives instruction administrator:teacher and teacher:student.
State the measureable outcome the school plans to achieve	The percent of 7th grade students achieving proficiency on the Civics EOC will increase from 79% to 85%.
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	Ensuring that students are provided a high quality instruction to improve Civics performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Regularly assess(formally and informally) and utilize District Unit Assessments to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction enrich and reteach, and provide research-based interventions. 2. Teachers will use AVID/WICOR (focused note taking, collaboration) strategies within the classroom monthly to increase student engagement and achievement. 3. Conduct regular PLCs inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students. Administrators monitor PLCs and walkthroughs to provide feedback to improve instruction. 4. Provide students with the opportunities to demonstrate higher order thinking strategies and processes. 5. Utilize a variety of modalities that engages every student within the classroom (movement, student productive struggle).
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#9	
Title	Family Community Engagement
Rationale	TMFMS will build positive relationships with engaging activities versus monthly compliant meetings.
State the measureable outcome the school plans to achieve	Increase family/community engagement by 5%
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their student progress and school processes/practices. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	TMFMS will intentionally build positive relationships with families that are self engaging as oppose to monthly meeting compliance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct regular family fun nights to engage parents, staff and students. 2. Administration will conduct Pastries with Principal to provide an opportunity to build positive relationships and to establish trust with families and community 3. Provide parents/families opportunity to attend workshops and training that promote parent advocacy
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#10	
Title	College and Career Readiness
Rationale	To ensure all capable students are provided an opportunity to enrolled in advanced courses. Intentionally focusing on our Black students.
State the measureable outcome the school plans to achieve	Increase the acceleration rate to 90%
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	Enrolling students into rigorous courses Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules not allowing them to take it easy but also not scheduling them above their capacity to be successful Administrators provide the time for counselors to implement the scope and sequence of seminars developed
Rationale for Evidence-based Strategy	Provide a quality and rigorous instruction for all students.
Action Step	
Description	1. Increase parent volunteers in classroom 2. Create high expectations for all students in all classrooms
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

#11	
Title	Conditions for Learning
Rationale	Sixty-eight students received out of school suspensions during the 2018-2019 school year.
State the measureable outcome the school plans to achieve	Students out of school suspension rates will drop by 20 during the 2019-2020 school year.
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> --Support the implementation engagement strategies that support the development of social and instructional teaching practices --Strengthen the ability of all staff to establish and maintain positive relationships with all students --Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	Sixty-eight students received out of school suspension during the 2018-2019 school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement restorative practices into all classes. 2. Utilize PBIS to support RP 3. Conduct learning opportunities based around RP, MTSS, and PBIS
Person Responsible	[no one identified]

#12	
Title	Attendance
Rationale	To ensure that students are present to provide quality instruction to students
State the measureable outcome the school plans to achieve	Increase the attendance rate by 5%
Person responsible for monitoring outcome	Nicole Wilson (wilsonni@pcsb.org)
Evidence-based Strategy	Monitor students attendance in MTSS/CST Anxiety groups for students with anxiety of school
Rationale for Evidence-based Strategy	Students can't learn if they are not in school
Action Step	

Description	<ol style="list-style-type: none"> 1. Check in check out for frequently absent students. 2. Teacher contact when student is absent more than three times 3. Create a purposeful school culture 4. 5.
Person Responsible	[no one identified]

#13	
Title	Healthy Schools
Rationale	Create a culture of healthy learners
State the measureable outcome the school plans to achieve	5% increase
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Effectively set SMART Goals
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. Gather baseline data, compare to national standards and set SMART Goals 2. Monitor baseline data 3. 4. 5.
Person Responsible	Nicole Wilson (wilsonni@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

School wide Professional Development

1. Equity
2. AVID
3. CRT
4. Safety
5. Restorative Practices
6. Mental Health
7. Collaborative Literacy Groups

Part V: Budget			
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1	III.A	Areas of Focus: Bridging the Gap	\$0.00
2	III.A	Areas of Focus: SWD Math achievement for L25's	\$0.00
3	III.A	Areas of Focus: Black student discrepancy in discipline	\$0.00
4	III.A	Areas of Focus: Gifted Achievement	\$0.00
5	III.A	Areas of Focus: Math Goal	\$0.00
6	III.A	Areas of Focus: ELA/Reading	\$0.00
7	III.A	Areas of Focus: Science Goal	\$0.00
8	III.A	Areas of Focus: Social Studies	\$0.00
9	III.A	Areas of Focus: Family Community Engagement	\$0.00
10	III.A	Areas of Focus: College and Career Readiness	\$0.00
11	III.A	Areas of Focus: Conditions for Learning	\$0.00
12	III.A	Areas of Focus: Attendance	\$0.00
13	III.A	Areas of Focus: Healthy Schools	\$0.00
Total:			\$0.00