School Improvement Plan
2017-18

Thurgood Marshall Fundamental Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Nicole Wilson	**SAC Chair:** Lisa Delancy

School Vision	Growing Greatness…Intentionally monitoring every student for growth

School Mission	The learning community of TMFMS will ensure high student achievement in a safe learning environment to promote citizenship and lifelong learning.

Total School Enrollment	**% Ethnic Breakdown:**					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
	6%	32%	6%	5%	52%	>1%

School Grade	**2017: A**	**2016: A**	**2015: A**	**Title 1 School?**	☐ Yes	☒ No

Proficiency Rates	**ELA**		**Math**		**Science**		**Social Studies**		**Accel. Rate**		**Grad Rate**	
	2017 %	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**	**2017 %**	**2016 %**
Proficiency All	73	75	74	79	73	74	83	85	89			
Learning Gains All	60	64	63	67								
Learning Gains L25%	41	51	41	52								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Nicole	Wilson	FT	1-3 years
Assistant Principal	Nathan	Forbes	FT	1-3 years

Total Instructional Staff:	**56**	**Total Support Staff:**	**26**

School Culture for Learning

Connections: **District Strategic Plan** •**Goals 2, 3**
Marzano Leadership •**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Thurgood Marshall Fundamental Middle will work together to enforce policies, procedures, expectations and disciplinary actions that are put into place from the first day of school and reinforced throughout the school year. The School Wide Behavior Plan (SWBP) is focused around being respectful, responsible, safe and successful. During pre-school staff will participate in reviewing school wide expectations for students and staff. Staff will receive posters of the discipline matrix and school wide values. Staff will review what the core values look like/sound like within the classroom setting. Grade level assemblies will be held to review common area expectations/school wide expectations with students. The behavior traits will also be emphasized on the school announcements. Positive Behavioral Interventions and Supports will be in place to reward students that display the core values. Students will be celebrated that display a decrease in discipline once every quarter. Students will also be recognized for demonstrating core values with becoming Student of the Month. School staff and parent volunteers will be strategically placed in locations to provide safety before and after school. Staff will be visible during transition to provide a safe learning environment during school hours. Social and bullying concerns are addressed by following district processes and procedures. Restorative Practices will be utilized when conflict or relationships have been damaged between student and school.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers participate in building classroom culture for the first two weeks of school. During this time, students will focus on getting to know the processes and procedures of the classroom. Teachers facilitate students participating in creating mission statements for each classroom. Students work collaboratively with teachers to create classroom rules and consequences. Students also participate in creating positive reward systems within the classroom centered on school values (Respect, Responsible, Safe, and Successful). This will occur throughout the school year. Grade level assemblies will be held and facilitated by school counselors/administration to review common area expectations. Students will also engaged in discussion concerning the positive behavior supports. This will be ensured by requiring teachers to develop a classroom based behavior and support plan consistent with school goals. The plans will be submitted into O365 (Jaguar Nation)

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Thurgood Marshall Fundamental Middle School MTSS Site based team will meet every other Thursday to discuss school wide academic and behavior trends. The MTSS team, content Professional Learning Communities, and the School Based Leadership Team support both the MTSS principles. The School Psychologist facilitates the MTSS meeting providing minutes and updates for staff via email and staff meetings. Academic interventions will be implemented when students receive a D/F at progress report time, receive 6 demerit notice, 5 detentions and/or when 80% of the population is not meeting expectations. Circles will be implemented during Tier 2 and Tier 3 interventions with students and parents

(when needed). School counselors, social worker, VE Specialist, behavior specialist, and psychologist will provide support for students with social-emotional needs, support and follow up.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The Child Study Team is primarily responsible for providing and monitoring supports for students with emotional or social needs. Referrals are made by all staff members utilizing data points such as grades, detentions, demerits, discipline referrals, assessments (classroom, cycle assessment, state, and social assessments) and teacher recommendations are used to determine the needs of students on campus. After reviewing the data students are invited to participate in Extended Learning, tutoring, enrichment, clubs and fundamental essentials (for organization). Exceptional education students and ELL students receive support facilitation and support from assistants within the classroom.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

The school uses district provided resources and school developed assessments to monitor student progress. Professional Learning Communities (department and grade level) are the forums used meet to discuss Cycle Assessments, Unify (Performance Matters), individual class assessment data, FAIR data, and Write Score data. Data chats with supervising administrator bi-monthly to discuss plan of action in monitoring every student's progress. Data reflection sheets are also completed every four and half weeks to monitor each student's progress.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Based on the annual staff survey, "Our school has high expectations for students in all classes", "Our school's leaders expect staff members to hold all student to high academic standards" and Our school's leaders hold all staff member accountable for student learning" are scored the highest. This indicates that TMFMS ensures high expectations for all students. Honor roll and Principal List students are rewarded and names posted in the hallway. Student of the Month recognition that is determined by staff and student input.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?

The school will reduce Office Discipline Referrals by 10% and Out of school suspensions by 10%. Referrals and suspensions will be reviewed by the Leadership Team and MTSS Team each grading period/every nine week.

OSS

- 2016-2017→ 59 incidents (involving 41 students).
- 2017-2018→We want to move the number of incidents to 53.

Referrals

- 2016-2017 → 146 incidents (involving 61 students).
- 2017-2018→ We want to decrease the number of incidents to 131.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

The key strategy will be implementing the new Core Expectations (Respectful, Responsible, Safe, and Successful). A discipline matrix will also be implemented school wide.	Nathan Forbes
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
To decrease the amount of discipline and dismissal between black and non-black by 20% Racial statistics of discipline will be reviewed by the Leadership Team and MTSS Team each grading period/every nine week. <u>OSS</u> • 2016-2017→ 59 incidents total (46 from black students and 13 from non-black). • 2017-2018→ We want to decrease the number of incidents for our black students to 37. • <u>Referrals</u> • 2016-2017→ 146 incidents (114 black students and 32 non-black). • 2017-2018→We want to decrease the number of incidents for our black students to 91.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
TMFMS will implement a process to monitor Black students and involve early interventions for behavior 5 detentions before receiving a referral or being referred to IAC.	Nathan Forbes
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** •**Goals 1,2,4,5**
Marzano Leadership •**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

Core instruction will align to PCSB and State expectations (utilizing the Teaching and learning guides provided by content areas, pacing guides, and curriculum guides). Instruction will be monitored for complexity, critical thinking and student led classrooms by monitoring weekly lesson plans submitted to Jaguar Nation (O365) which will be confirmed by weekly administrative walk through, data chats, formal and informal observations as a team and individually. Feedback from observations indicating the level of complexity, critical thinking and collaboration will be provided in iObservation and Forms (O365). During the 2016-17 school year, TMFMS emphasis was on standard based scales (posting, aligning instruction to the standard and aligning the complexity of the task/assignment). Walk through data was used to determine that 85% of the staff had the scale posted in the classrooms.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

After reviewing the 2016-17 learning gain data it was determined that the key area for improvement for TMFMS is to monitor the Lower 25% students on campus and the overall learning gains of all students. Over the last three years TMFMS has experienced a see-saw (up and down) motion in learning gain in both overall and lower 25% of students. TMFMS decreased by ten points with the lower 25% of students in the areas of Language Arts and Math. Based on the mentioned data the key area for 2017-18 will be to increase rigor amongst all students in all classrooms.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Student growth is measured through teachers measure by utilizing cycle assessments, Write Score data, Lexile testing, ticket out the door, reflections from scales, grades, formal and informal assessments within the classroom.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

TMFMS supports all students in reaching grade level proficiency by teaching grade level standards and creating a master schedule that is conducive to meeting the needs of students. The monitoring of each student success towards those standards is by providing standard based assessments (formal and informal). Students will be placed into more rigorous courses and given support to ensure success in those courses. Students are monitored through MTSS on the progression of the advanced courses bi-weekly. Monthly meetings are held to include parental support in placing students into more rigorous courses. Students are monitored in average courses through MTSS. Students are afforded the opportunity to participate in Fundamental Essentials and tutoring/enrichment to increase proficiency.

8th graders travel to neighboring elementary schools to speak to uprising 6th graders on the transition to middle school and the importance of the courses that students enroll to take in 6th grade. TMFMS counselors provides two nights to communicate course offerings and course progression to students and parents. Administration visit feeder schools to communicate course offerings and course progression to parents. Orientation is held for 6th graders transitioning to middle school. Students are provided the opportunities to choose courses that would enhance academic course progression. 8th graders are provided an opportunity to meet with potential high schools prior to choosing a school through PTSA in November.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase literacy strategies in all classrooms and content areas that focus on interaction with complex text. (critical thinking)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walk through tool using Forms will be used to measure goal on a continuous basis throughout the year. Data will be discussed during data chats and staff meetings. Lesson plans will be a source of measuring the strategies.	Nicole Wilson
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase the use of WICOR strategies school wide, with an emphasis on • Opportunities to think critically (inquiry/critical thinking)	

• Student accountability (organization) • Culturally relevant teaching strategies (collaboration and communication)

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walk through tool using Forms will be used to measure goal on a continuous basis throughout the year. Data will be discussed during data chats and staff meetings. Lesson plans will be a source of measuring the strategies.	Nicole Wilson
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

Connections: **District Strategic Plan** •**Goals 1,2,4,5**
Marzano Leadership •**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

According to the annual survey, an area for growth is to have "all of my child's teachers work as a team to help my child learn". In efforts to improve in this area, time will be built in for teachers to collaborate. Staff will have the opportunity to participate in collaboration during PLCs twice a month. This will be monitored by administration attending PLCs and reviewing minutes of the meetings on Jaguar Nation. Teachers will also report out monthly at staff meetings. Departments will also be presenting at monthly parent meetings held at our school. The purpose of these informational meetings are to highlight a department a month and presentations will focus on curriculum updates, strategies used in the classroom, and test-taking strategies. Parents can then take this information home and support teachers in their content for student growth. These departments include Math, ELA, Science, Social Studies, ESE, and Related Arts.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Content based PLCs are held twice a month with a specific focus on student data. PLC's are subject and grade level specific (Math, Science, Social Studies, Language Arts/Reading, Related Arts, World Languages) and are led by Department Heads. Administrators support PLC's by attending primarily Math and Language Arts/Reading by ensuring agendas are developed within Leadership Meetings. The school schedule of PLC's is annually developed in collaboration with teachers and the teacher union representative to maximize highest academic achievement.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the 2016-17 the focus areas for teacher professional learning was how to develop scales and higher order questioning. These focus areas were monitored by administration through walk through and through classroom visits to a colleague's classroom to observe the instructional strategy. The observations occurred three times during the school year. An increase in strategies were seen school wide, particularly with scales. The focus for the 2017-18 school year will continue with higher order questioning and collaboration amongst students within the classroom setting.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	**When?** Summer, Pre-School?	**Participants? Targeted Group?**	**Expected Outcomes?**
Office 365	Preschool	All staff	Increase communication to all stakeholders (administration to staff; staff to administration; staff to students; students to staff)
AVID	Preschool/Year	All teachers	Increase inquiry, collaboration, organization
SIP through Core Values	Preschool/Year	All teachers	Full alignment of SIP with all classrooms
Culturally Relevant Teaching Practices and Data	Preschool/Year	All teachers	Close the achievement gap for African American students in academics and behavior
Restorative Practice	Preschool/Year	All staff	Reflective discipline resulting in fewer incidents/IAC meetings=
ECET2	October	All staff	Workshops on AVID, collaboration
			.

Family and Community Engagement

Connections: **District Strategic Plan** •**Goals 1,3,6,7**
Marzano Leadership •**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

As per the AdvancED survey the area of improvement is "All of my child's teachers keep me informed regularly of how my child is being graded" and "All of my child's teachers help me to understand my child's progress." Teachers will present at PTSA and SAC meetings on how students are graded generally how to monitor their student's progress through Portal. Portal will be available during PTSA meeting to update passwords and parents will be walked through the process. Progress reports are sent home schoolwide half way through each grading period. Departments will also communicate grading procedures and review how parents can monitor and support their child's progress during the monthly department informational meetings. These departments include Math, ELA, Science, Social Studies, ESE, and Related Arts.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Parent support for academics is provided in numerous ways. Monthly parent meetings address how to read and interpret FSA scores, 6th grade Orientation, Back to School Night, Gifted Parent Meetings, AVID Parent Nights and monthly department meetings put on by specific contents. All parent meetings (PTSA, SAC, Gifted, AVID, and Department meetings) will all focus on sharing curriculum, standards, learning goals, and strategies parents can use at home to support student learning in the classroom. Student led conferences are to be explored for the 2017-18 school year.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	**Very few of our families**	**Some of our families**	**Most of our families**	**Nearly all of our families**
Families who have a parent PORTAL account and password.	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☐	☒
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☐	☒
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

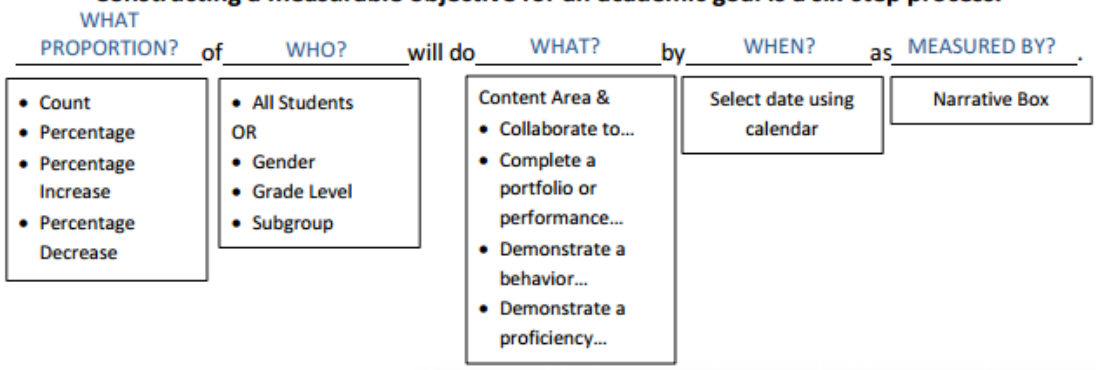
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Parents will be better informed on how students are graded and how to understand their child's progress.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers present at monthly parent meetings on how grades are determined and understanding their child's progress.	Department Heads
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	

Increase involvement within the school setting with my business and community partners.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Meeting/Phone conferences with business partners to discuss how we can work together to get more mentors and adults within the school building	Nicole Wilson/Lisa Marquetty
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	**Goal Manager:** Nicole Wilson & Nathan Forbes
Thurgood Marshall Fundamental Middle School's reading goal is to increase proficiency from a school average of 73% to an average of 77%. All students will meet or exceed the identified reading and writing LAFS (Language Arts Florida Standards) All students will make learning gains by the end of the 2017-2018 school year as measured on the FSA Reading Assessment.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
• Teachers receive professional development around close reading, core connections, standards, and instructional methods • All teachers will follow pacing calendar • All teachers will Increase complex text • Questioning at grade level standards that require students to use text based evidence • Collaboration within the classroom (student centered classrooms) • Opportunities to think critically • Student accountability with Reading Inventory lexile tests, iReading progress Core Connection lessons, and Write Score test scores • Teacher accountability with Reading Inventory lexile tests, iReady progress,Core Connection lesson results, and Write Score test results in order to make instructional decisions based on data • Culturally relevant teaching strategies	• Walkthrough data, conversations with students, peer classroom observations, student data • Formative Assessments: RI, Write Score, iReady, FSA • PLC collaboration and minutes • Leadership/MTSS meetings analyze walkthough data and plan appropriate PD • Socratic Seminars, Philosophical Chairs, and 4 Corners debates (PD by AVID Site Team & see through classroom walkthroughs) • Data Chats in all ELA classes during all cycles of RI testing and Write Score testing to allow for students to understand scores, reflect on standards, and set goals for the next ones. • Culturally relevant teaching strategies pulled in to enhance curriculum pacing guide (PD by by our Gifted teachers as their attendance to these trainings

	have been made mandatory in district strategic plan)

Mathematics Goal	**Goal Manager:** Nicole Wilson
All student subgroups will increase proficiency in math from a school average of 52% to 60% as measured to meet or exceed identified goals on MAFS (Math Florida Standards). All students will demonstrate learning gains by the end of the 2017-2018 school year as measured on the FSA Math Assessment. Maintain 98% proficiency within all subgroups on EOC assessments (Algebra and Geometry).	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
• Teachers meet in PLCs at least once per month (before school) to review student data including responses to tasks and formative assessments, which incorporate thee Standards for Mathematical Practice and Content Standards • Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance (Cycle assessments and classroom common assessments) • Student accountability to monitor progress on cycle assessments • Teacher accountability to adjust instruction based on data received from cycle assessment results	• Walkthrough data (peer and administration), conversations with students, peer classroom observations, student data • PLC collaboration and minutes • Leadership/MTSS meetings analyze walkthough data and plan appropriate PD • Decision ED: formative assessment data from Think Through Math program; performance assessment data • Data chats in all Math classes after cycle assessments to ensure students can reflect and goal set for upcoming assessments
Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS)	Using supplemental resources, teachers regularly include longer, challenging word problems and mathematics performance tasks.

Science Goal	**Goal Manager:** Nathan Forbes
All student subgroups will increase proficiency in science from a school average of 74% to 78% as measured to meet or exceed identified goals on the science FCAT assessment.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Teacher will utilize hands on activities/labs for each unit. Collaborative and AVID strategies will be utilized within science classrooms.	• Walkthrough data, conversations with students, peer classroom observations, student data • PLC collaboration and minutes • Leadership/MTSS meetings analyze walkthrough data and plan appropriate PD • Labs

	• GAP assessment data will determine area of need
Teachers will utilize the 5 E method of delivery of instruction and/or 10-70-20 model	Benchmark Assessments

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Civics	**Goal Manager:** Nicole Wilson
All student subgroups will increase proficiency in Civics from a school average of 83% to 85% as measured to meet or exceed identified goals on the Civics EOC.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers will incorporate Data Based Questions to deepen the knowledge of content and to cite evidence to support claims. Teachers will utilize District Based Assessments Teachers will follow curriculum map and pacing guide. To include use of County Civics materials. Teachers will Increase use of complex text. Collaboration evident within the classroom. Teachers will utilize the 5 E method of delivery of instruction (this is the "new" push in SS) Collaborative and AVID strategies will be utilized within science classrooms.	• Benchmark Assessments • Project based learning • Leadership/MTSS meetings analyze walkthough data and plan appropriate PD • Compare student data (gifted and fundamental)
Professional development during monthly content PLCs to increase use of strategies in collaboration and reading. Teacher adjusts instruction based on data received from Benchmark Assessments.	• Walkthrough data, conversations with students, peer classroom observations, student data • PLC collaboration and minutes

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Jason Williams

Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item (s) by November 2017. Target for 2017-18 is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Nicole Wilson and Nathan Forbes
Improve black student achievement in each tested area to minimize gaps, specifically decreasing proficiency gap in ELA from 38.6% to less than 25% and in math from 25.4% to less than 10%.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
• Conduct specialized tutoring for African American students in reading, writing, and math. This will occur through ELP. • Emphasize relationships over content to motivate African American students to succeed including the use of individual mentors. • Utilize strategies from culturally relevant professional development to differentiate support based on cultural needs • Use collaboration, communication, and critical thinking. • Increase the number of African American students in advanced courses and AVID program.	• Measure each achievement gap at each cycle assessments • Measure each achievement gap with classroom common assessments • Walk through data • School Counselor progress monitoring reports • Scheduled data chats with teachers to encourage dialogue and monitor action plan

Subgroup Goal (ELL)	**Goal Manager:** Nicole Wilson & Nathan Forbes

Improve ELL student achievement in each tested area to minimize gaps (ELA, Math, Civics, Science, EOCs)

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
• Use Collaboration, Communication, and Critical Thinking • Use AVID strategies • Use strategies from Culturally Relevant Teaching resources	• Cycle Assessment Data • Write Score Data • Lexile Score • PLCs to discuss classroom common assessments • Walkthrough data

Subgroup Goal (ESE)	**Goal Manager:** Nathan Forbes, & Nicole Singh
All ESE students will make learning gains in each tested area to minimize gaps (ELA, Math, Civics, Science, EOCs)	

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
• Use Collaboration, Communication, and Critical Thinking • Use AVID strategies • Use strategies from Culturally Relevant Teaching resources • Students will participate in Access courses when appropriate	• Cycle Assessment Data • Write Score Data • Lexile Score • PLCs to discuss classroom common assessments • Walkthrough data

Subgroup Goal (If Needed) Enter Goal Name	**Goal Manager:**
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	**Grade 6th**	**Grade 7th**	**Grade 8th**	**Grade** Select	**Grade** Select	**Grade** Select	**Grade** Select	**School Totals**	
								#	**%***
Students scoring at FSA Level 1 (ELA or Math)	52	62	56					170	18
Students with excessive absences / below 90 %	16	24	31					71	8
Students with excessive behavior / discipline**	25	14	11					50	5
Students with excessive course failures**	40	42	18					100	11
Students exhibiting two or more Early Warning indicators	30	31	21					82	9

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school from 10% to 5%	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**

• Improve Child Study Team Process and home visits by meeting bi-monthly. Meetings will address and look for trends in students who have missed 10% or more of school. • Complete the PSW for attendance each grading period. This will highlight common reasons and/or barriers for students who are absent.	• Child Study Meetings • Review of Reasons Absence Reports from Portal • Data reports from Portal that include comparisons between absents students
• Improve on following up with parents of students that are frequently absent. • Information at PTSA & SAC meetings and weekly newsletter to emphasis the importance of school. Include attendance related activities • Explore attendance incentive programs	• Child Study Meetings • Attendance Records • PTSA/SAC agendas • Perfect attendance incentives (posters, certificates, homework passes)

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce office discipline referrals by 5% (145 to 50)	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Implement Core Expectations (Respect, Responsible, Safe and Successful)	• Referral rates • MTSS process of monitoring students
• Use of Culturally Relevant Teaching/AVID • Implementation of 5000 Role Models and Girlfriends • Use of strategies from Restorative Practice	Feedback from CRT training

Discipline Goal – Other (as needed) Specify	Please ensure that your goal is written as a SMART goal.
Reduce office discipline referrals of African American students from 78% to 25%.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Use of Culturally Relevant Teaching/AVID • Implementation of 5000 Role Models and Girlfriends • Use of strategies from Restorative Practice	• Referral rates • MTSS process of monitoring students

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
• Decrease the number of students that are failing more than one academic course by at least 5%. • Increase the number of enrichment opportunities leading to an increase in more rigorous classes.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Implement Saturday Literacy Program • Continue the Omni Writing Club afterschool	• Attendance in programs • Grades
• Continue Math club to remediate and enrichment	• Attendance in the program

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members Complete and update only as data become available.			
# of Instructional Employees (total number)	56	% with advanced degrees	33.3
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	17
% certified in-field**	100	% with 6-14 years of experience	18
% ESOL endorsed	27.7	% with 15 or more years of experience	21

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Currently, Thurgood Marshall employs 13% black and less than 1% Hispanic teachers. The use of HR will be utilized to identify potential candidates when vacancies arise on campus. Thurgood will create a positive climate by creating opportunities for employees new to the campus. Teachers will be assigned a mentor and attend new teacher meetings held monthly to acclimate teachers to the campus' procedures and processes. "Keys to Success" two teachers are nominated a month during a staff meeting. The following month, those two nominees recognize two new members and continue it on each month. For that month, the teacher kept a large "gold key" in their classroom as a reminder.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Lisa	Delany	Black	Parent
Tammy	Kaplan	White	Parent
Raquel	Leonard	Hispanic	Teacher
Nicole	Wilson	Black	Principal
		Select	
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SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☐ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes ☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Lattye Sullivan

Please state the days / intervals that your team meets below.
Multi Tiered System for Support will meet every other Thursday. Child Study Team will meet every other Thursday (opposite of MTSS). Site Based Leadership will meet every other Friday. Content PLCs will meet the second Monday of the month Grade Level PLCs will meet the third Monday of the month Staff meetings will be held the first Monday of the month Administrative team meetings will be held every Tuesday AVID Site Team will meet the first Thursday of the month

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

$2000.00 SIP planning during the summer for teachers
$1000.00 Professional Development for speakers for ECET in October