

Pinellas County Schools

THURGOOD MARSHALL FUNDAMENTAL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 34
- VI. ATSI, TSI and CSI Resource Review 38
- VII. Budget to Support Areas of Focus 39

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

All members of the Thurgood Marshall Fundamental Middle School community are committed to providing a safe, challenging, and fully inclusive learning environment that promotes college and career readiness.

Provide the school's vision statement

100% student success.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kevin Schottler

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality

instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school building leader.

Leadership Team Member #2

Employee's Name

Valencia Gore

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Ashley Grogan

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #4

Employee's Name

Shannon Vines

Position Title

Teacher

Job Duties and Responsibilities

Social Studies Department Chair

Leadership Team Member #5

Employee's Name

Natasha Reed

Position Title

Teacher

Job Duties and Responsibilities

Related Arts Department Chair

Leadership Team Member #6

Employee's Name

Jacqueline Harding

Position Title

Teacher

Job Duties and Responsibilities

Math Department Chair

Leadership Team Member #7

Employee's Name

Amy Pendergrass

Position Title

Teacher

Job Duties and Responsibilities

Science Department Chair

Leadership Team Member #8

Employee's Name

Lisa Turini

Position Title

Teacher

Job Duties and Responsibilities

ELA Department Chair

Leadership Team Member #9

Employee's Name

Matthew Reitz

Position Title

VE Specialist

Job Duties and Responsibilities

ESE Department Chair

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

Preschool meetings were conducted with Parent Teacher Association (PTA), School Advisory Council (SAC), and student leadership representative to discuss the School Improvement Plan (SIP) goals for the 2024-2025 school year. Administrative team has worked with department chairs and all teachers to review the goals and modify by departmental need.

SIP Monitoring

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

SIP will be actively monitored by a variety of methods. During PLC and Data chats, our goals will be reviewed and compared to the current data of the school. If data suggest that there is a need to shift practices, a shift in instructional interventions will occur. If action steps are not being followed with fidelity, a review of the SIP will take place at faculty and staff meetings. Action steps will need to be followed in planning, PLCs, and classrooms and will be evidenced by walkthroughs and monitored by administration. Feedback will be issued both formally and informally to ensure growth toward the Action Steps. Adjustments will be added as needed through quarterly review to ensure the school is making progress towards all learning goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	60.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							46	51	39	136
One or more suspensions							10	12	17	39
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							30	25	44	99
Level 1 on statewide Math assessment							25	30	23	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							5	6	2	13

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	0	0	0
Students retained two or more times							0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							58	44	66	168
One or more suspensions							20	21	35	76
Course failure in ELA										0
Course failure in Math								1		1
Level 1 on statewide ELA assessment							45	57	48	150
Level 1 on statewide Math assessment							63	41	27	131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										283

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**			
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†
ELA Achievement *	68		65	49	49	63	46	50
ELA Grade 3 Achievement **								
ELA Learning Gains	60					51		
ELA Learning Gains Lowest 25%	47					31		
Math Achievement *	69		64	58	56	69	30	36
Math Learning Gains	65					60		
Math Learning Gains Lowest 25%	61					44		
Science Achievement *	66		57	48	49	59	52	53
Social Studies Achievement *	81		80	69	68	78	52	58
Graduation Rate							45	49
Middle School Acceleration	82		75	77	73	81	44	49
College and Career Readiness							66	70
ELP Progress			70	38	40		72	76

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	599
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	68%	60%	56%		66%	66%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
Asian Students	85%	No		
Black/African American Students	53%	No		
Hispanic Students	70%	No		
Multiracial Students	72%	No		
White Students	77%	No		
Economically Disadvantaged Students	55%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	70%	No		
Asian Students	89%	No		
Black/African American Students	51%	No		
Hispanic Students	68%	No		
Multiracial Students	80%	No		
White Students	79%	No		
Economically Disadvantaged Students	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	70%	No		
Native American Students				
Asian Students	79%	No		
Black/African American Students	46%	No		
Hispanic Students	68%	No		
Multiracial Students	63%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%		60%	47%	69%	65%	61%	66%	81%	82%			
Students With Disabilities	24%		48%	47%	23%	52%	46%	6%	32%				
Asian Students	86%		67%		94%	92%		90%	83%	86%			
Black/African American Students	48%		54%	48%	43%	52%	56%	37%	67%	68%			
Hispanic Students	73%		62%	31%	80%	66%	70%	81%	83%	87%			
Multiracial Students	74%		62%		68%	65%				91%			
White Students	81%		64%	53%	87%	72%	74%	83%	92%	86%			
Economically Disadvantaged Students	55%		57%	47%	52%	55%	54%	43%	67%	64%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%				64%			57%	80%	75%			70%
Students With Disabilities	46%				47%			48%	36%	38%			
English Language Learners	70%				70%								
Asian Students	81%				91%					96%			
Black/African American Students	46%				45%			36%	68%	59%			
Hispanic Students	71%				67%			47%	81%	76%			
Multiracial Students	72%				81%			82%	82%	84%			
White Students	78%				77%			71%	87%	80%			
Economically Disadvantaged Students	51%				48%			39%	68%	66%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	63%		51%	31%	69%	60%	44%	59%	78%	81%			
Students With Disabilities	46%		39%	25%	47%	51%	38%	40%	67%				
English Language Learners	80%		53%		80%	67%							
Native American Students													
Asian Students	79%		71%		85%	71%		82%		86%			
Black/African American Students	40%		37%	25%	48%	53%	41%	33%	63%	77%			
Hispanic Students	72%		55%	42%	75%	70%	69%	65%	81%	81%			
Multiracial Students	63%		50%	40%	72%	57%		64%	100%	60%			
Pacific Islander Students													
White Students	79%		61%	40%	83%	63%	46%	76%	88%	84%			
Economically Disadvantaged Students	47%		42%	28%	53%	53%	40%	49%	71%	71%			

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

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

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Science showed the greatest improvement with a 8% increase.

This is because:

- Transitioned teacher to 8th grade for the full year
- Testing conditions (more condensed)
- Strategic about who proctored

Lowest Performance

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

Science data shows the lowest proficiency at 66%, which is an increase in proficiency from the 2022-2023 School year which was 58%.

Contributing factors:

- Consistency in science department
- New teachers (2)
- ELA/Reading vacancies reduced likelihood of students comprehending content
- Fundamental science students tested in Media Center and Gifted science students tested in classrooms

Greatest Decline

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

While our only data component that showed a decline was acceleration (Algebra, Geometry, English 1 Honors); the outcome of our 6th-8th math had a 6% difference from our projected goal for the 23-24 school year.

Our 8th Grade 22-23 PM 3 showed 63.2% compared to 23-24 PM 3 32.9%.

Contributing Factors:

- Our data from the 22-23 includes our acceleration of Algebra and Geometry were a part of the original number.

Greatest Gap

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.

Students in 8th Grade Math (Pre-Algebra) and students in Language Arts 3 showed our biggest gap in data when compared to other student groups on campus.

EWS Areas of Concern

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

7th Grade Attendance

Highest Priorities

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

L25 learning gains for both Math & ELA.

Proficiency for ELA & Math.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 68% proficiency as evidenced by FAST ELA Achievement data. The problem/gap is occurring due to inconsistent instruction in ELA; tasks were not uniformly aligned to the target with fidelity in all learning environments, and immediate feedback to students as it relates to fidelity for writing is not present; need for progress monitoring of student learning as related to benchmark standards in each grade level; to lack of progress monitoring of iReady data to establish growth goals and/or using iReady diagnostic data to drive instruction; and lack of common planning among ELA teachers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all students achieving ELA proficiency will increase from 68% to 73% as measured by ELA FAST assessment 2023-2024 data. In the 2023-2024 school year, our L25 Learning Gains were 47%. Our goal for the 2024-2025 school year is 60%. The percent of all students achieving Civics proficiency will increase from 81% to 85% as measured by the 2023-2024 EOC exam. The percent of all students achieving Science proficiency will increase from 66% to 72% as measured by the 2023-2024 8th grade Science SSA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress monitoring for the ELA goal will include PLC Teams reviewing ELA program data (iReady/ unit assessments on Performance Matters and other progress monitoring assessments as needed) and student FAST ELA/Reading cycle data and use of PCS data analytics.

Progress monitoring will be conducted in Science and Civics classes through unit assessments and tracking of ELA FAST progress monitoring data. The use of ELA data will help teachers to identify the need of literacy strategies for their students in their related content.

Person responsible for monitoring outcome

Ashley Grogan and Kevin Schottler

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Review state and district assessments to plan lessons to provide students with lessons that address the depth and breadth of state standards small group instruction, collaborative routines, WICOR strategies, and research-based literacy strategies, and scaffolding writing instruction/support.

Rationale:

If teachers can scaffold appropriately and purposefully plan, student engagement will increase and then teachers can engage students in complex tasks. The students will then be able to apply the content at a higher level of rigor and autonomy which will increase proficiency in ELA, Civics, and Science as measured by the state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Thurgood Marshall Fundamental Middle School will continue to analyze performance data using programs such as but not limited to Data Analytics to determine which of our students are in need of additional reading supports.

Rationale:

When we support our L25 students by providing additional opportunities for them to receive targeted support addressing literacy, we will better equip them to engage with grade level appropriate text and improve their testing literacy.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Utilize common planning to create standard based lessons for 90 minutes; bi-weekly

Person Monitoring:

Ashley Grogan and Kevin Schottler

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Conduct reviews of multicultural materials for appropriateness; discuss context and provide a critical analysis of instructional materials to ensure grade-level maturity, relevancy to lesson, and possible implications. -Utilize district pacing guide/calendar to drive instruction and implement standards/benchmarks to drive instruction (to include Gold document)

Action Step #2

Review and monitor data (FAST, cycle assessments, Performance Matters)

Person Monitoring:

Ashley Grogan and Kevin Schottler

By When/Frequency:

Quarterly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators will use data analytics in collaborative planning to address learning gaps, create teacher clarity for benchmark and standards-based instruction, and develop systems for student personalized data tracking and data chats.

Action Step #3

Attend district and/or school-based content-specific training to drive instruction

Person Monitoring:

Ashley Grogan and Kevin Schottler

By When/Frequency:

As Needed/Required

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Communicate expectations regarding DWT. Provide training support during August 2024 Pre-school. Outline and identify opportunities for staff to engage in Professional Learning throughout the school year as well as in bi-weekly common planning.

Action Step #4

Utilize research-based intervention system to meet the needs of our L25 students

Person Monitoring:

Ashley Grogan

By When/Frequency:

As Needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will analyze longitudinal data to provide appropriate grouping and place students in front of instructional leaders to receive frequent small group instruction. A part-time hourly teacher will work alongside administration to identify students in need of support, this teacher will provide in-class support as well as additional support to ensure student success.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of focus: Math 7 and Pre-Algebra (Grade 8)

Rationale: Achievement gaps in Math are due to inconsistent teaching methods. We will focus on

addressing instructional gaps.

Our intentional efforts to ensure that these positions are filled and our effective planning model to ensure standards-based instruction will support our students. We will build teacher capacity with math instruction within the fundamental courses to build in UDI (Universal Design Instruction) teaching strategies to support student proficiencies based on student data measures (etc: IXL Diagnostic, PM1 & 2, and classroom assessments). In our department PLC's we will intentionally focus on differentiation, intervention, student performance data and culturally responsive teaching practices.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all students' achievement in mathematics will increase from 69% to 75%, as measured by the 2024-2025 FAST Mathematics Achievement as reported on the School Grade Report.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress monitoring for the Math goal will include PLC Teams reviewing Math program data (district, state, teacher, and program progress monitoring tool) and student FAST Math cycle data and use of PCS data analytics.

Person responsible for monitoring outcome

Valencia Gore

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Progress monitoring for all stakeholders towards the Math goal will include PLC Teams reviewing Math program data (district, state, teacher, and program progress monitoring tool) and student FAST Math cycle data and use of PCS data analytics.

Rationale:

Response to Intervention (RTI) is effective for supporting students in math as the framework addresses unfinished learning by providing targeted interventions. The multi-tiered system cultivates improvement through holistic data analysis, offering immediate feedback and personalized support based on students' specific needs. This approach ensures that learners receive timely assistance,

which can significantly enhance their understanding and mastery of mathematical concepts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Monitoring:

Valencia Gore

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Support math team with accessing, analyzing and utilizing data to plan for instruction. In PLC's support math team with utilizing a variety of modalities when presenting concepts and instruction to meet the needs of each student

Action Step #2

Regularly assess (formally and informally) and utilize data 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.

Person Monitoring:

Valencia Gore

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math team will conduct regular data chats with students and support students to set learning goals based on data and progress monitoring.

Action Step #3

Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.

Person Monitoring:

Valencia Gore

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Providing additional support as needed to support math students with vocabulary and comprehension. Consult with the ELA team to learn of best research-based strategies.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As a school team, we are focusing on reducing the number of classroom and campus disruptions, horseplay incidents and fights (major and minor). We identified this as a crucial need after reviewing our achievement and discipline data. Classroom and campus disruptions, horseplay and fights impede instructional time and focus and compromise the safety of our school environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025, we will reduce the number of classroom and campus disruptions by 25%. Additionally, we will have 25% fewer instances of Horseplay and fights (major & minor).

- Last year there were 52 referrals for classroom and campus disruption. This year, there will be no more than 39 referrals for classroom and campus disruption which will be a 25% decrease.

6th Grade: 16

7th Grade: 24

8th Grade: 12

- Last year there were 63 referrals for Horseplay. This year, there will be no more than 47 referrals for Horseplay, which will be a 25% decrease.

6th Grade: 14

7th Grade: 20

8th Grade: 29

- Last year there were 82 referrals (41 incidents) of Fights. 44 Major and 38 Minor. This year, there will be no more than 62 referrals (31 incidents) for Fighting, which will be a 25% decrease.

Major/ Minor

6th Grade: 14 / 19

7th Grade: 11/8

8th Grade: 19/11

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor this area of focus weekly at Leadership team meetings. Additionally, we will monitor the discipline data at our Faculty Meetings & Grade Level Meetings.

Person responsible for monitoring outcome

Kevin Schottler

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will employ a series of evidence-based interventions to support with accomplishing this goal: Plan for bell-to-bell instruction. Foster positive and inclusive learning environments. Ensure the non-negotiable implementation of schoolwide ROAR (Guidelines for Success) and classroom behavior systems. Enhance Staff Presence by regularly communicating duty roster and duty expectations, leadership will ensure staff visibility in the halls throughout the school day to deter fights and disruptions. Clearly outline process for requesting assistance proactively to reduce instances of disruption (horseplay & fighting). Employ MTSS team to problem solve around data as it becomes available.

Rationale:

We selected the above evidence-based interventions because we know that when students are actively engaged in learning, we reduce the likelihood of students engaging in behavior that is not appropriate for school. Additionally, positive and inclusive environments promote an increased sense of safety and belonging, leading to fewer social and academic concerns.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

State and routinely review schoolwide expectations with staff, students and families.

Person Monitoring:

Kevin Schottler

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Schoolwide expectations will be shared via daily announcements, via phone calls to families and reiterated by classroom teachers. Communicate schoolwide expectations during pre-school, first two weeks of school, quarterly grade-level assemblies and following extended breaks from the academic environment. Upon return from out of school suspension, ensure that students engage in a reintegration meeting with school counselor/administration team.

Action Step #2

Routinely analyze data and trends with school leadership, staff and TMFMS community to identify and implement interventions to reduce behavior incidents.

Person Monitoring:

Kevin Schottler

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Share discipline data at grade level meetings, routinely with TMFMS staff and with the TMFMS community at SAC/Learning Lab.

Action Step #3

Enhance Positive Behavior Intervention System to meet the needs of TMFMS students

Person Monitoring:

Kevin Schottler

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In collaboration with the TMFMS PBIS Supreme team, ensure that students and staff are implementing PBIS throughout the school day to acknowledge the positive behaviors observed as aligned with our ROAR expectations.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

TMFMS' focus on teacher retention is vital to our continued success, as we are actively building the capacity of our staff and it is helpful to retain our current staff. A reduction in teacher turnover will support Thurgood Marshall Fundamental Middle School to institute changes and sustain changes on campus.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

TMFMS will retain at least 85% (45 or more) of instructional staff members.

When surveyed there will be a 10% or more increase in favorable response(s) as it relates to the following PCS Climate Survey question:

“I have the materials I need to do my job” (21% answered that they disagree/strongly disagree)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor our staff retention efforts bi-weekly at the administrative team meetings.

Person responsible for monitoring outcome

Kevin Schottler

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will employ a series of evidence-based intervention strategies to implement to support our area of focus. Increase administrators' outward commitment to a positive school culture Provide teachers with necessary classroom supplies and explicitly share how to access additional resources and funding Create safe conditions for all by ensuring that workplace and learning conditions are conducive to positive student outcomes by skillfully creating the master schedule and policies Recognize teacher's contributions to overall school goals by utilizing PCS Praise and Teacher of the Month & Support Staff of the month at monthly faculty meetings. Support new and new to school/ district teachers at the monthly new teacher meeting

Rationale:

TMFMS' will use the above intervention strategies as research has shown that they are the top strategies that drive teacher engagement. (Hanover Research)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Provide Instructional Staff with Onboarding supplies, Resource Map & Staff Handbook

Person Monitoring:

Schottler

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mrs. Newsome (Bookkeeper) will ensure that staff have supplies needed to start the year and are aware of the process needed to request or access additional supplies. Mrs. Defibaugh will ensure that staff receive staff handbook via email.

Action Step #2

Provide support to all teachers (new, returning and late hired) through various formats

Person Monitoring:

Kevin Schottler

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teacher leaders and school-based lead mentor will facilitate New Teacher meetings to address the concerns of new teachers as well as bolster their toolkit. Administrative team will facilitate grade level meetings to discuss trends and provide PD opportunities to support with teacher retention, perceptions, and help to connect with families proactively.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

<https://www.pcsb.org/marshall-ms>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Thurgood Marshall Fundamental requires parent involvement as agreed upon by the Fundamental Contract. Parents are to attend 6 meetings per year. TMFMS always projects attendance based on the event type. On average, 325 families participated each month in one or more of our meeting/event opportunities during the 2023-2024 school year. We will continue to track with QR code check-ins and Microsoft Forms to determine attendance for all family events and meetings. SAC/PTA will be on the 2nd and 4th Monday of every month. SAC is conducted virtually on TEAMS and is open to all families for problem solving workshops based on SIP need/goal. PTA is in person monthly and focuses on student life, parental involvement, and academic support at home. Back-to-School Night on 9/12 will engage families in meeting with teachers, identifying instructional goals, and continuing to build relational capacity with all stakeholders.

TMFMS leadership will ensure that Focus is updated with fidelity to ensure that the gradebook is an accurate reflection of their progress toward mastery.

<https://www.pcsb.org/marshall-ms>

WILL BE POSTED ON WEBSITE UPON APPROVAL

Plans to Strengthen the Academic Program

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

In an effort to ensure that all students have access to an enriched and accelerated learning experience; we are focusing on reducing instances of classroom/campus disruption as well as focusing on supporting (retaining & recruiting) instructional staff. When we reduce barriers such as classroom/campus disruption, we increase the amount and quality of learning time for our students. Additionally, we will continue to support our instructional staff by building their capacity to implement data-driven instructional practices that will result in an increase in student achievement.

See instructional Area of Focus & Positive Culture & Environment focus.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

At TMFMS our School Counselor, Social Worker, Psychologist, and volunteering mentors provide community resources to families. Resources include HEAT, Clothes for Kids, Hot Spots for internet access, and Men of Today/Yesterday/and the Future - Mentoring Program.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

TMFMS' student service team, and CST (Child Study Team), provides services to students in need beyond their academic focus. School counselors provide as needed counseling services to all students as well as scheduled check-in/meetings with students requiring additional counseling needs. School Social Worker provides mental-health services to any student in need as well as those needing re-occurring supports. Both Social Worker and School Counselors work with Administration and other staff for restorative practices, peer mediations, and conflict resolution. The Family and Community Liaison coordinates Mentoring services that are provided by community member/families volunteers that are Level 2 Certified. All instructional personnel and specific staff, based on job title, are required to be certified in Youth Mental Health First Aid.

Preparing for Postsecondary Opportunities and the Workforce

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

TMFMS provides students with preparation for postsecondary opportunities and the workforce through a range of challenging high school credit courses. Our AVID program is tailored to bridge the achievement divide by equipping students for college readiness and success in a diverse world. Students can pursue CTE courses to earn industry certifications, and accelerated options are available for 6th and 7th graders. These courses are open to all students, including those in the Center for Gifted Studies.

Addressing Problem Behavior and Early Intervening Services

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

TMFMS has implemented Positive Behavior Interventions and Supports(PBIS) as our three-tiered schoolwide framework to improve and integrated all of the data, systems and practices affecting student outcomes everyday. Our Tier 1 practices and systems establish a foundation of regular,

proactive support while preventing unwanted behaviors. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 level is determined by formal assessments to determine student need. Our Child Study Team(CST) is vital to ensuring that we implement PBIS with fidelity. Additionally, we offer unique skills courses to support students to develop specific skills for success here at Thurgood and in life.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

At TMFMS, teachers, paraprofessionals, and other school staff receive support to enhance instruction and utilize data through participation in district-wide and site-specific professional development opportunities like district-wide training (DWT). Leadership consistently promotes district-wide professional development events, such as module rollouts. Faculty meetings, grade level meetings, committee gatherings, and AVID strategy walks are all structured to assist staff in enhancing instruction and utilizing data for informed decision-making to benefit student achievement. Moreover, during the summer, school teams participate in various professional development sessions like PBIS Reboot and AVID Summer Institute.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00