Pinellas County Schools

THURGOOD MARSHALL FUNDAMENTAL

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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 making academic and social growth each year.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

schottlerk@pcsb.org

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

gorev@pcsb.org

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

grogana@pcsb.org

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
Maxwel Stone

stonema@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

Social Studies Department Chair

Leadership Team Member #5

Employee's Name
Natasha Reed

reedna@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

Related Arts/Electives Department Chair and AVID Site Coordinator

Leadership Team Member #6

Employee's Name
Jacqueline Harding

hardingja@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

Math Department Chair

Leadership Team Member #7

Employee's Name
Amy Pendergrass

pendergrassa@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

Science Department Chair

Leadership Team Member #8

Employee's Name
Lisa Turini

turinil@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

ELA/Reading Department Chair

Leadership Team Member #9

Employee's Name
Matthew Reitz

reitzm@pcsb.org

Position Title
VE Specialist

Job Duties and Responsibilities

ESE Case Manager/Department Chair/VE Specialist

Leadership Team Member #10

Employee's Name
Marina Carnovale

carnovalem@pcsb.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Literacy Coach/Literacy Committee Team Lead

Leadership Team Member #11

Employee's Name
Dominique Dudley

dudleyd@pcsb.org

Position Title
School Climate Instructional Staff Developer

Job Duties and Responsibilities

Staff Developer for School Climate and Culture. This team member leads professional development with instructional and support staff member. Team member also helps coordinate learning lab sessions to build a bridge among school staff, families, and the local community.

Leadership Team Member #12

Employee's Name
Tiffany Netzler

netzlert@pcsb.org

Position Title
Magnet Coordinator

Job Duties and Responsibilities

Magnet Coordinator for the Center for Gifted Studies - This team member leads professional development for CGS teachers, guides the EP process for students and staff, and promotes the CGS program for prospective families and the community.

Leadership Team Member #13

Employee's Name
Courtney Condon

condonc@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

Provides behavioral supports for teachers, students, and families in the ESE and Gen Ed. setting.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 2025-2026 school year. Administrative team has worked with department chairs and all teachers to review the goals and modify by departmental need.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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. Instructional Staff Developers (ISD) will provide needs based-coaching cycles for Behavior, Climate and Culture, and Instructional delivery. 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.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							259	244	254	757
Absent 10% or more school days								31	56	87
One or more suspensions								24	15	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							21	16	24	61
Level 1 on statewide Math assessment							33	26	27	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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										0

Current Year 2025-26

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 (2024-25) 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							46	51	39	136
One or more suspensions							10	12	17	39
Course failure in English Language Arts (ELA)										0
Course failure in Math										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-6.053, 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

Prior Year (2024-25) 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							5	6	2	13

Prior Year (2024-25) 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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	60	58	68	55	53	65	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	67	59	59	60	58	56			
ELA Lowest 25th Percentile	55	52	52	47	53	50			
Math Achievement*	73	65	63	69	61	60	64	58	56
Math Learning Gains	68	60	62	65	61	62			
Math Lowest 25th Percentile	56	59	57	61	59	60			
Science Achievement	70	59	54	66	52	51	57	48	49
Social Studies Achievement*	81	79	73	81	75	70	80	69	68
Graduation Rate									
Middle School Acceleration	90	84	77	82	80	74	75	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	49	49	53	49	44	49	70	38	40

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

**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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	631
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	67%	68%	60%	56%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	56%	No		
English Language Learners	76%	No		
Asian Students	88%	No		
Black/African American Students	62%	No		
Hispanic Students	71%	No		
Multiracial Students	65%	No		
White Students	79%	No		
Economically Disadvantaged Students	63%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	71%		67%	55%	73%	68%	56%	70%	81%	90%			
Students With Disabilities	50%		66%	59%	49%	59%	44%	57%	66%				
English Language Learners	75%		73%		83%	73%							
Asian Students	89%		75%		89%	75%		100%	94%	95%			
Black/African American Students	56%		60%	48%	57%	66%	59%	53%	71%	87%			
Hispanic Students	71%		66%	67%	77%	65%	45%	76%	90%	81%			
Multiracial Students	75%		68%		72%	59%	40%		75%	75%			
White Students	89%		75%	64%	89%	71%	56%	86%	91%	91%			
Economically Disadvantaged Students	59%		60%	51%	61%	65%	53%	57%	74%	84%			

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%
English Language Learners	70%				70%								
Students With Disabilities	46%				47%			48%	36%	38%			
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%			

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	69%	61%	8%	60%	9%
ELA	7	71%	59%	12%	57%	14%
ELA	8	76%	59%	17%	55%	21%
Math	6	62%	63%	-1%	60%	2%
Math	7	26%	33%	-7%	50%	-24%
Math	8	81%	64%	17%	57%	24%
Science	8	71%	58%	13%	49%	22%
Civics		85%	78%	7%	71%	14%
Algebra		95%	59%	36%	54%	41%
Geometry		100%	53%	47%	54%	46%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

L25 Learning Gains in ELA showed the greatest improvement with an 8% increase.

This is because:
- Supreme Data Chats with teachers to disrupt the data
- ESE focus with intervention teacher and Case Manager
- ROARing Jags Intervention small group pullouts taught by administration and case manager
- Soft opening of the "Jaguar Journey"- Closing the Achievement GAP Series for parents and families to support at home
- Strategic groups for testing groups
- 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.

Data shows the lowest area of performance was ELA L25 Learning Gains at 55% from the 2024-2025. While this was an increase of 8% from the previous year, it is still the lowest data point.

Contributing factors:
- Lack of consistency in 6th and 7th Grade ELA department in the Fundamental Program
- Lack of urgency in intervention Reading Class
- New teachers (3)
- Shifts with ELA staffing reduced likelihood of students comprehending content or engaging with benchmark aligned tasks
- Lack of involvement from stakeholders with the Jaguar Journey- Closing the Achievement GAP Series to promote growth with Fundamental students
- Sole focus on Level 2 Readers for pull out interventions which left level one readers with fewer supports

Greatest Decline

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

The only data component that showed a decline was L25 Learning Gains in Math. This was a 5% decrease from the prior year from 61% to 56%.

Contributing Factors:
- Lack of consistency with ESE push in support for L25 student in Math classes
- Sole focus on pull out interventions for scholars that were previously Level 2. This left level one scholars with fewer supports.
- Primary focus was on increasing proficiency for bubble students.

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.

IDEAS:
ELA - Gifted vs. Fundamental (This is an internal GAP based on our two application programs)
MATH - 7th Grade (GAP is -24% in 7th Grade Math when compared to data of the State)
* ESE push in supports are inconsistent
* Majority of our 7th Grade students take 7th Grade Accelerated Math and these students are tested on the 8th Grade FAST.
* Lack of monitoring by previous teacher in 7th Grade
* Lack of rigor and release of student to do the work in 7th Grade math class

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

L25 Learning Gains for students with prior year Level 1 Proficiency Level in Reading and/or Math.
- Level 1 students in Math
- Level 1 students in ELA

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

1. ELA L25 learning gains
2. Math L25 Learning gains
3. ELA Proficiency
4. Math Proficiency
5. ESE Learning Gains

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 ELA

Area of Focus Description and Rationale

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.

Our current level of performance is 72% proficiency with 55% L25 Learning Gains as evidenced by FAST ELA data. The problem/gap is occurring due to inconsistent instruction in Fundamental 6th and 7th Grade ELA classes; 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; ROARing Jags intervention groups did not include Level 1 scholars; lack of progress monitoring of iReady data to establish growth goals and/or using iReady diagnostic data to drive instruction; and a disconnect of what teachers deliver after participating in common planning among ELA teachers.

Measurable Outcome

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 72% to 77% as measured by ELA FAST assessment 2024-2025 data. In the 2024-2025 school year, our L25 Learning Gains were 55%. Our goal for the 2025-2026 school year is 70%. The percent of all students achieving Civics proficiency will increase from 85% to 90% as measured by the 2024-2025 EOC exam. The percent of all students achieving Science proficiency will increase from 71% to 76% as measured by the 2024-2025 8th grade Science SSA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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. Literacy Coaching cycles

with ISD determined by walkthrough data, teacher request for support, and student growth data from progress monitoring assessments.

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, Marina Carnovale, Valencia Gore, Kevin Schottler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Enhance ELA modules into culturally relevant teaching experiences to address the needs and interests of the community of scholars at our school. In lesson planning, teachers will deep dive into the work of the student which will then help to create teacher clarity in teaching practices, incorporate collaborative routines that fit with the lesson including the use of WICOR strategies, and develop small group instruction based on student need (data driven decisions based on assessment data) and reading-based literacy strategies.

Rationale:
Teachers will be able to link lessons throughout the module back to a Real-World application, which will help to increase student engagement. Additionally, enhancing the district curriculum will help to incorporate cross-curricular project-based learning. Project based learning will help students to 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. This will also increase L25 learning gains in Reading.

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. Identified scholars will be supported through our ROARing Jags small group, pull-out, intervention program.

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 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Intensive Reading classes will be monitored regularly, through PLC discussions and classroom walkthroughs, to ensure that instruction expands students' vocabulary, supports comprehension, develops fluency, and provides opportunities for students to read, write, and discuss grade-level stretch texts. PLCs will support ongoing teacher led instruction in the classroom and differentiated small group instruction.

Rationale:
The Intensive Reading class focuses on a research-based program that is utilized to fill gaps in reading, based on an adaptive model that prescribes scaffolded tasks and assessments based on their current reading diagnostic performance. The teacher will identify the needs of students, based on diagnostic assessment data to provide teacher-led instruction. Additionally, the teacher will incorporate structured small group stations to enhance the student learning.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Prescribed Teacher Professional Development

Person Monitoring:	**By When/Frequency:**
Ashley Grogan, Marina Carnovale, Valencia Gore, Kevin Schottler	Quarterly/Monthly

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 2025-26 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 #2
Data Analysis to Identify Teacher and Student Need for Intervention

Person Monitoring:	**By When/Frequency:**
Ashley Grogan and Marina Carnovale	Quarterly

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 interventions. A Literacy Coach will work alongside administration to identify students in need of support, provide in-class support for teachers, as well as additional support with small groups and intervention groups to ensure student success. Teachers will participate in Supreme Data Chats where they will own and develop a plan disrupt current and incoming data, which will increase teacher efficacy, as well as student learning gains.

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

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.

Area of focus: Math 6 and Math 7
 Rationale: Achievement gaps in Math 6 and Math 7 are due to the cohort of students in these courses achievement levels. We will focus on addressing instructional gaps.

Our intentional efforts to ensure that instructors for these courses receive instructional coaching to close instructional gaps and apply project-based learning by transfer learning. An 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. Instructors will also help students understand their data and how to improve.

Measurable Outcome

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 77%, as measured by the 2024-2025 FAST Mathematics Achievement as reported on the School Grade Report.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 and Kevin Schottler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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

Description of Intervention #2:
Based on student evidence, students will be pulled for small group instruction, to help students perform mastery of specific benchmarks.

Rationale:
To provide additional support to help students become proficient with grade level material.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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 and Learning Gains for all students.

Person Monitoring:	**By When/Frequency:**
Valencia Gore	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
Student Data Chats and Progress Monitoring

Person Monitoring: **By When/Frequency:**
Valencia Gore and Kevin Schottler   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
Intervention for Students needing Literacy for Math

Person Monitoring: **By When/Frequency:**
Valencia Gore and Kevin Schottler   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.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale
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.

While TMFMS has not fallen below the federal index in the ESSA subgroup of African American Achievement, we still have a large gap in relation to the peers of black scholars. In reading, Black scholars are at 52% proficiency, but there is a gap of 39% in relation to their white peers. In math, black scholars are at 50% proficiency, but the resulting gap among them and their white peers is 41%. We have made vast improvements with our learning gains for black scholars; however, gaps still remain for black scholars as their gains in reading are 16% less and in math, they are 15% less.

Measurable Outcome
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.

Results from last year show the need to narrow the GAP in Reading and ELA for our black scholars. We will narrow the gaps for proficiency and learning gains in both math and reading during the 2025-2026 school year.

ELA - Current GAP is 39% with the projected goal to end the year reducing the gap by 16% to end with a gap of 24% in proficiency. This goal is set based on the desired gap decrease in learning gains as there is currently a 16% gap in learning gains. If we meet our learning gains goal for our

black scholars, then the proficiency gap will also decrease.

Math - Current GAP is 41% with the projected goal to end the year reducing the gap by 15% ending with a gap of 26% in proficiency. This goal is set based on the desired gap decrease in learning gains as there is currently a 15% gap in learning gains. If we meet our learning gains goal for our black scholars, then the proficiency gap will also decrease.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monthly PLC data chats by department and grade level to determine if progress is being made. Use all data sources and PM testing to identify if more intensive interventions are needed to support tier 2 and tier 3. These department PLCs will lead to one-on-one quarterly "Supreme" data chats with Admin and teachers that focus on current standing with all students, sorting of current data , grouping of students, and areas of focus for intensive pop-up small groups.

Person responsible for monitoring outcome
Valencia Gore, Ashley Grogan, Kevin Schottler

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Establish a data-driven PLC structure to identify and support level 1 and 2 black students through targeted instruction, incorporating the achievement level descriptors to improve student outcomes. After PLCs, break into individual teacher data with "Supreme" data chats to truly focus on individual student and student subgroups for on the spot interventions that can be planned for.

Rationale:
Data review as a department will set the focus of a shared vision for decreasing the gap between black scholars and their white peers in both proficiency and learning gains. Once the teachers from each department have set a clear path to their goals, they will break out individually to set goals for every student and focus on the level 1 and level 2 scholars providing the opportunity for more black students to become proficient and achieve a learning gain in math and/or reading.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Conduct Monthly PLCs focused on Progress Monitoring paired with bi-weekly common planning by grade-level cohorts.

Person Monitoring:	**By When/Frequency:**
Valencia Gore, Ashley Grogan, Kevin Schottler	Monthly/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress monitoring by teachers and administration where they will then intentionally plan to remediate with small group pop-up interventions in class and allow for frequent checks for understanding and provide targeted feedback.

IV. Positive Learning 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.

During the 2024-2025 school year, we focused on reducing the instances of classroom and campus disruption, fewer instances of horseplay and reducing fights (major & minor). We successfully reduced horseplay by 25% and major & minor fights by 60%.

Our focus this year will be to reduce the number of classroom and campus disruptions. During the 2024-2025 school year, we recorded 58 discipline referrals for classroom and campus disruption. During the 2023-2024 school year there were 52 discipline referrals. For the 2025-2026 school year, we will reduce instances of classroom and campus disruptions by 25% (43).

6th Grade: 21
7th Grade:23
8th Grade:14

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will employ a series of evidence-based interventions to support with accomplishing this goal: 1. Plan for bell-to-bell instruction. 2. Foster positive and inclusive learning environments. 3. Ensure the non-negotiable implementation of schoolwide ROAR (Guidelines for Success) and classroom behavior systems. 4. 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. 5. Clearly outline process for requesting assistance proactively to reduce instances of disruption (horseplay & fighting). 6. 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Clearly Communicate High Expectations for All

Person Monitoring: **By When/Frequency:**

Kevin Schottler   Daily

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. These assemblies will also reward those that have been nominated for our Monthly ROAR awards for showcasing our guidelines for success. Upon return from out of school suspension, ensure that students engage in a reintegration meeting with school counselor/administration team.

Action Step #2
Problem Solve with the School Community and all Stakeholders

Person Monitoring: **By When/Frequency:**
Kevin Schottler   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 the Schoolwide Positive Behavior System

Person Monitoring: **By When/Frequency:**
Kevin Schottler   Daily

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, track positive staff experiences through PCS Praise Initiatives, continue efforts with Teacher and Staff of the Month program, and survey staff through use of a Faculty Advisory Committee (Department Leaders).

Person responsible for monitoring outcome
Kevin Schottler

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
We will employ a series of evidence-based intervention strategies to implement to support our area of focus. 1. Increase administrators' outward commitment to a positive school culture 2. Provide teachers with necessary classroom supplies and explicitly share how to access additional resources and funding 3. 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 4. 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. 5. 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Supports - Provide Instructional Staff with Onboarding supplies, Resource Maps, and Staff Handbook

Person Monitoring:	**By When/Frequency:**
Kevin Schottler	August 2025

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

Administrative Team, Department Chairs, and Site Based Mentors will ensure that all staff have the needed supplies to start the year and aware of the processes needed to request or access additional supplies through their departments, administration, or bookkeeping. Mrs. Defibaugh, Principal's Secretary, will ensure that staff receive staff handbook via email.

Action Step #2

New Teacher Supports - Site Based Mentoring

Person Monitoring:	**By When/Frequency:**
Kevin Schottler	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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Thurgood Marshall Fundamental Middle School's School Improvement Plan (SIP) will be disseminated to all stakeholders during monthly SAC and Learning Lab meetings. During the initial meetings in August, we will gather feedback from the school community, adjust the plans, and recommunicate the updates so that we can work together to track progress throughout the year. On the 2nd Monday of every month, our team will conduct face-to-face and virtual offerings for SAC and Learning Lab where the SIP is reviewed, data is provided to the community to track progress towards goals, and interventions and strategies are discussed to share the processes being used to reach our communicated goals. Each month, parents, students, staff, and local community members will be able to ask questions, provide feedback, and collaborate in the decision making process.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Thurgood Marshall Fundamental requires parent involvement as agreed upon by the Fundamental Contract. Parents are to attend 8 meetings per year. TMFMS always projects attendance based on the event type. On average, 328 families participated each month in one or more of our meeting/

event opportunities during the 2024-2025 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 9/10 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

At TMFMS our Family Community Liaison, School Counselor, Social Worker, Psychologist, and volunteering mentors provide community resources to families. Resources include HEAT, Clothes for Kids, Hot Spots for internet access, All-Pro Dads, Closing the Achievement Gap; Jaguar Journey Program, and Men of Today/Yesterday/and the Future - Mentoring Program. For students with disabilities and English language learners, Thurgood Marshall Fundamental School will ensure the

unique needs of these students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible. 4. Conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as the specific learning needs and expectations for ESE students.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 Laiason 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

TMFMS provides students with preparation for postsecondary opportunities and the workforce through a range of challenging high school credit courses such as as
* ALG 1 Honors
* Geometry Honors
*Pre-AP World History
* Earth Space Science
* English 1 Honors
* Pre-AP Art
* Spanish 1 and Spanish 2
* French 1 and French 2
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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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