



## **Executive Summary**

**Thurgood Marshall Elementary School**

**Broward County School District**

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Currently for 2015-2016 Thurgood Marshall Elementary School serves 489 students. Student demographics are 455 out of 489 Black, 26 out of 489 Hispanics, 2 out of 489 Multiracial, and 7 out of 489 white students. There are 78 Exceptional Student Education (ESE) and 131 English Limited Learners (ELL) students.

Three-year enrollment trend data based on first day counts: 2013-2014 (520 students); 2014-2015 (513 students); 2015-2016 (489 students) The data indicates that student population has declined over the years

Originally, Thurgood Marshall Elementary was a Foreign Language Magnet School and then became a Communications/Public and Governmental Affairs Magnet School. In the fall of 2015, Thurgood Marshall launched the Health and Environmental Wellness Innovative Program. We are a Social Economic Status (SES) Band 1 school as designated by the State of Florida and 99% of our students are on free or reduced lunch.

The school is located in a low-income community and many families speak limited English. Many of our families work two and three jobs and work long hours, limiting the amount of parent participation. As a result, the majority of our students walk home.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Thurgood Marshall Elementary community stakeholders have created a unique school reform model that focuses on improving student achievement and guiding students to healthy living and fitness. During the 2015-2016 school year, interdisciplinary instructional units of study will integrate fitness, nutrition, health science, wellness, and environmental topics throughout our campus every day. The Health and Environmental Wellness theme will be a whole school program integrated into specials classes, the regular classroom curriculum, and after care. We have incorporated a monthly sports theme like football, baseball, basketball, soccer, and gymnastics. Teachers teach all content areas through topics. All special area teachers also focus on these themes as well. Our physical education teachers teach the fundamentals of the sports and the PGA teacher focuses on the history of the sports.

At Thurgood Marshall Elementary Health and Environmental Wellness School, our MISSION is to ensure that all students attain maximum academic achievement while maintaining our dedication to providing a safe and caring environment. We embrace high expectations with an emphasis on a healthy lifestyle for all students. To meet these high expectations, we have partnered with Holy Cross hospital to come and teach pilates to our students and provide healthy tips for our families. Staff, parents, and community will form an active partnership to encourage every student to reach his or her highest potential.

The VISION of the Thurgood Marshall Elementary Innovative Program is to: eat healthy, stay active, learn, and achieve our goals.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Fitness lab- contains various kid-friendly fitness equipment for students to utilize.

Kinesthetic lab- a lab where students experience a learning style learned through physical activity.

Pilates- Holy Cross hospital representative comes weekly to do pilates with our students.

Fresh fruit and vegetable program - this program provides a variety of fresh fruit and vegetable to the school on a weekly basis for our students to eat. They provide the history of the food as well as provide activities.

21st Century Learning Centers Afterschool Program- this program promotes 21st Century learning through technology and activities.

Students are feed daily and experience activities like Zumba.

Parent Resource Room- a room is set up for our parents to check out resources for them to help their child.

Real Men Read Program- once a year we invite community business owners, fathers, police officers, etc. to come and read to the school.

This program is to promote our Boys and Bowtie program.

Attendance has improved and there has been a reduction in referrals and suspensions. The increase of attendance and the reduction of student referrals allow students to have more time on task in the classroom, which will effect and increase student achievement.

Last year we successfully participated in a school wide Science Fair and this year we had a Scholastic Book Fair for the first time in 10 years.

Academically, math scores increased across the board in grades 3, 4, and 5.

Third grade students received 12 proficient points in 2014 but 27 proficient points in 2015, an increase of 15 points. Fourth grade students had 39 proficient points in 2014 but 45 proficient points in 2015, an increase of 6 points. Fifth grade had 22 proficient points in 2014 but 40 proficient points in 2015, an increase of 18 points. Based on this Florida Standards Assessment (FSA) data, our goal is to increase by at least 10 proficiency points on all grade levels.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

This year to assist with behavior we hired a Behavior tech and family counselor. These two additions deal with behavior and give students someone to talk to express their feelings. I-Ready is a computer-based program that we use to track students progress and target specific skills. Teachers discuss the data during extended team planning time and revise instruction and pacing of lessons. They also participate in biweekly Professional Learning Communities (PLCs) and participate in vertical teaming. Extended Learning Opportunities (ELO) Camp, Learning Goals and Scales, Family Literacy Night, Leveled Literacy Intervention (LLI ) primary reading program.

Thurgood Marshall also has two programs, Headstart and ESE preschool, that target Early Literacy and interventions. Headstart targets low social economic families.

Based on community need we will be providing another Headstart program for the 2016-2017 school year. The teachers and aides of these two programs participate in the Growing up Great Grant. This is respected for providing quality artistic programming to preschool children. The program instills the joy of music, dance, theater, and visual arts at and early age.