



Thurgood Marshall Elementary School

"Unlocking the Magic of Learning ... If you Believe It, you can Achieve It"

Leadership Literacy Team Agenda 9.11.2026

TOPIC	Notes																																																																																								
VISION	TME Vision: High Expectations for all in a safe and nurturing learning environment. THEME: <i>"Unlocking the Magic of Learning ... If you Believe it, you can Achieve It"</i> Slogan: "Excellence without Excuses"																																																																																								
How are we doing?	STO VISION: Schools supported by the School Transformation Office provide high -quality instruction to all students within a safe and loving school community that encourages them to be creative and critical thinkers.																																																																																								
How are YOUR ACTIONS aligning with our VISION/GOALS?	ELA Vision: Creativity in Motion...Accountability in Action. Create...collaborate...cultivate...elevate! Together, we make ELA magical and empower every scholar to lead, read and succeed!																																																																																								
What's YOUR IMPACT?																																																																																									
What STEPS can I take to make a more significant impact in my role and contribute more effectively to our TEAM'S SUCCESS?"	 Thurgood Marshall Elementary - 3291 2027 STUDENT PERFORMANCE GOALS <i>Unlocking the Magic of Learning ... If you Believe it, you can Achieve It</i>  <table><tr><th>2026-2027</th><th colspan="3">ELA</th><th colspan="3">MATH</th><th colspan="3">SCIENCE</th><th colspan="3">ELA Grade 3</th></tr><tr><th>2025-2026</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>2024-2025</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Achievement</td><td>34</td><td>52</td><td>55</td><td>57</td><td>51</td><td>60</td><td>33</td><td>67</td><td>70</td><td>39</td><td>77</td><td>80</td></tr><tr><td>Learning Gains</td><td>50</td><td>51</td><td>75</td><td>63</td><td>34</td><td>75</td><td colspan="3">420 (53%) C</td><td colspan="2">401 (50%) C</td><td>565 (70%) "A"</td></tr><tr><td>Learning Gains for the Low 25%</td><td>74</td><td>52</td><td>75</td><td>70</td><td>17</td><td>75</td><td colspan="3"></td><td colspan="3"></td></tr></table> 512 is the minimum target for a 64% (A) 440 is the minimum target for a 55% (B) 360 is the minimum target for a 41% (C) <table><tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th></tr><tr><td>Greater than or equal to 65%</td><td>55% - 61%</td><td>45% - 54%</td><td>35% - 44%</td><td>Less than or equal to 34%</td></tr></table>	2026-2027	ELA			MATH			SCIENCE			ELA Grade 3			2025-2026													2024-2025													Achievement	34	52	55	57	51	60	33	67	70	39	77	80	Learning Gains	50	51	75	63	34	75	420 (53%) C			401 (50%) C		565 (70%) "A"	Learning Gains for the Low 25%	74	52	75	70	17	75							A	B	C	D	E	Greater than or equal to 65%	55% - 61%	45% - 54%	35% - 44%	Less than or equal to 34%
2026-2027	ELA			MATH			SCIENCE			ELA Grade 3																																																																															
2025-2026																																																																																									
2024-2025																																																																																									
Achievement	34	52	55	57	51	60	33	67	70	39	77	80																																																																													
Learning Gains	50	51	75	63	34	75	420 (53%) C			401 (50%) C		565 (70%) "A"																																																																													
Learning Gains for the Low 25%	74	52	75	70	17	75																																																																																			
A	B	C	D	E																																																																																					
Greater than or equal to 65%	55% - 61%	45% - 54%	35% - 44%	Less than or equal to 34%																																																																																					
Affirmation: Quarter #1 & 2	I am an EDUCATOR! My explicit instruction and consistency will drive powerful learning. I will teach with purpose, model with clarity, and lead with confidence. Every lesson is an opportunity to inspire, empower, and accelerate my scholars. I am intentional. I am consistent. I am impactful. I am an EDUCATOR!																																																																																								
Reading Plan	- Review the reading plan, discuss standards, curriculum and interventions. - Understanding adhering to the schedule and expectations of reading block and accommodations. - Family engagement opportunities (at home reading, library and community resources) - Differentiated curriculum - Tier 1- Benchmark Advance - Tier 2 & 3 – Magnetic Reading, Benchmark Advance, Sipps																																																																																								
Instructional Delivery	Step-out- instructional expectations I do...you do...we do...(gradual release model) Academic Language																																																																																								
Progress Monitoring	- iReady Inform #1-3 - PM #1-3																																																																																								

"Excellence without Excuses"

TOPIC	Notes
	• Benchmark Advance -Unit Assessments • Intervention (Quick Checks)
Coaching Corner	• How can I support you? • Learning walks daily and you will receive a • “Catch the Magic” Learning Walk Card.  MAGIC Moments: Learning Walk Feedback Card  M — Meaningful Learning What evidence showed scholars were actively learning? A — Alignment Is instruction aligned to the standard and learning target? G — Guided Engagement How are scholars thinking, talking, reading, writing, and collaborating? I — Instructional Moves What teacher practices are accelerating learning? C — Celebrate & Continue  MAGIC Moment: What is working well?  Next Magic Move: What could strengthen instruction? Closing: <i>“Every classroom has MAGIC. Our job is to notice it, nurture it, and make it grow!”</i>
Literacy Leadership Team	Meets bi-weeekly to collaborate and discuss next steps! • Monitor • Share glows and grows • Data deliverables



Thurgood Marshall Elementary School

Title I School

Ms. Angeline Flowers- Principal

LITERACY LEADERSHIP TEAM

Location: Conference Room

Date: September 11, 2026

Time: 10:00am

LLT	Signature
Angeline Flowers- Principal	<i>Angeline Flowers</i>
Deborrah Bell- Intern Principal	<i>Deborrah Bell</i>
Dr. Camika Carey Literacy Coach	<i>Camika Carey</i>
Sheria Wright-White- Curriculum Facilitator	<i>Sheria Wright-White</i>
Abigail Palmer-ESE Specialist	<i>Abigail Palmer</i>
Brinta Pharisien-Resource Teacher	<i>Brinta Pharisien</i>

Comprehensive Evidence-Based Reading Plan (CERP) School Improvement Plan 2026-2027

School Literacy Leadership Team Contact Information

Part 1 Directions: Section 3 of the CERP requires that schools maintain a Literacy Leadership Team. List all members of your School's Literacy Leadership Team. This should include administrators, literacy coaches, teacher leaders, ELL, and ESE staff.

Literacy Leadership Team Member	Title
Angeline Flowers	Principal
Deborrah Bell	Intern Principal
Camika Carey	Literacy Coach
Abigail Palmer	ESE Specialist
Brinta Pharisien	Resource Teacher
Sheria Wright- White	Curriculum Facilitator

Part 2 Directions: Review the 26-27 CERP or “Applying SoR (Science of Reading) at BCPS: Parts 1, 2, & 3”. with your Literacy Leadership Team. These are the guiding documents from the 2026-2027 CERP. Then, complete the chart below to indicate which member(s) of your team is the contact person for each of the plan requirements listed on the chart below.

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	Thurgood Marshall Elementary School		
Principal's Name	Ms. Angeline Flowers		
Sections of the Plan Requirements	Contact Person	Title	E-mail
Section 3- Literacy Leadership: Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity. (Applying SoR at BCPS: Part 1)	Angeline Flowers Deborrah Bell Camika Carey Sheria Wright-White	Principal Intern Principal Literacy Coach Curriculum Facilitator	Angeline.flowers@browardschools.com Deborrah.bell@browardschools.com Camika.carey@browardschools.com sheria.wright@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Angeline Flowers Deborrah Bell Camika Carey	Principal Intern Principal Literacy Coach	Angeline.flowers@browardschools.com Deborrah.bell@browardschools.com Camika.carey@browardschools.com

--	--	--	--

Sections of the Plan Requirements	Contact Person	Title	E-mail
Section 3- Literacy Leadership: Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, <u>outside of the 90-minute reading block.</u>	Camika Carey Angeline Flowers	Literacy Coach Principal	Camika.carey@browardschools.com Angeline.flowers@browardschools.com
Section 4: Literacy Coaching: Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Angeline Flowers	Principal	Angeline.flowers@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Use "Applying SoR at BCPS: Part 2" guidance with students reading below grade level to identify reading component to address during Tier 2 or 3 intervention. (Applying SoR at BCPS: Part 2)	Camika Carey	Literacy Coach	Camika.carey@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention course. These students are reported to FDOE through Survey 2 (Oct) and Survey 3 (Feb).	Camika Carey Angeline Flowers	Literacy Coach Principal	Camika.carey@browardschools.com Angeline.flowers@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)	Camika Carey Angeline Flowers	Literacy Coach Principal	Camika.carey@browardschools.com Deborah.bell@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.	Camika Carey Angeline Flowers	Literacy Coach Principal	Camika.carey@browardschools.com Deborah.bell@browardschools.com
Section 6- Professional Learning: Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.	Sheria Wright-White Camika Carey Abigail Palmer Brinta Pharisien	Curriculum Facilitator Literacy Coach ESE Specialist Resource Teacher	Sheria.wright@browardschools.com Camika.carey@browardschools.com Abigail.palmer@browardschools.com Brinta.pharisien@browardschools.com
Section 8: Family Engagement: Ensure that parents of K-5 students identified with substantial reading deficiencies are provided with a Read-at-Home Plan and encouraged to sign up for the New World's Reading Initiative.	Deborah Bell Camika Carey	Intern Principal Literacy Coach	Deborah.bell@browardschools.com Camika.carey@browardschools.com