Thurgood Marshall Middle School

Title I Part A, Schoolwide and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Thurgood Marshall Middle School has a Schoolwide Title 1 Program. Items specific to Targeted Assistance Programs for Title 1 have been deleted from this template.

Section 1: Building Data

1a. Building: Thurgood Marshall Middle School (TMMS)	**1g. Grade Span:** 6-8 **School Type:** Middle School
1b. Principal: Anthony Brock	**1h. Building Enrollment:** 493
1c. District: Olympia SD	**1i. F/R Percentage:** 46%
1d. Board Approval Date: Click or tap here to enter text.	**1j. Special Education Percentage:** 20.9%
1e. Plan Date: 10/1/23	**1k. English Learner Percentage:** 7.1%

1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

n/a

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Ann Marie Yacobucci, Teacher	Kimberly Merkley, Teacher
Cassie White, Teacher Librarian	Nadine Owen, Para Educator
Jennifer Anders, Teacher	Jayme Fierro, Teacher
Alma Bass, Teacher	Megan Smith, Counselor

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Autumn Stevick, Teacher	Michele Weber-Hindrup, Asst. Principal
Eric Durbin, Teacher	Allison Weide, Parent/Community Member
Jason Haws, Teacher	Anthony Brock, Principal

Section 3: Vision and Mission Statement

It is the mission of the Thurgood Marshall Middle School community to work collaboratively to ensure
that all students achieve high levels of academic growth and social responsibility.
We care about the success of every student, staff, and family member.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the Comprehensive Needs Assessment Toolkit.

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the Comprehensive Needs Assessment Toolkit found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

   There are many things to celebrate about TMMS and there are areas where we are continuing to improve. The three main areas of growth are centered on students' attendance, developing stronger academic skills such as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), and creating meaningful rigorous learning experiences for students including project-based learning, and field investigations.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build

strength in other areas.

- Strong focus on SEL in the previous few years which came at the expense of deemphasizing some areas in academics.
- Communication with families about the importance of attendance.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).

   a. What strengths do they possess?

      Our students are curious; they bring many assets to school including Aspirational, Familial, Social, Navigational, Resistant, and Linguistic Strengths. There is a deep commitment and connection to the natural world and a desire to leave a legacy of improved life for others.

   b. What challenges do they face?

      - Our school has four different departments that need alignment in regard to curriculum and academic support.
      - Our school has experienced an influx of students over the last year, while the amount of teachers/para educators supporting them has reduced.
      - The largest amount of students experiencing poverty live the furthest away.

   c. What are some important relationships in their life?
      - Family
      - Friends
      - Educators
      - Athletic Coaches

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

   We work hard to ensure equity for our students. The evidence would be in our support of students from traditionally marginalized communities. Amongst these communities, we work to have strong relationships and work to ensure they have a strong "sense of belonging." Moving forward we need to ensure that our academic outcomes reflect equitable growth for students as well.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

   - Supports for attendance

   - The continuation of Culturally Responsive Education PD that we started last year with a Residency with Dr. Adeyemi Stembridge

   - Continued PD for Inclusionary Practices

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

   - CRE Instructional Practices, PLC work with Teachers, including teachers' Student Growth Goals

   - Strive for Five Attendance: Weekly/Monthly Attendance Reports

   - Inclusionary Practices PD– Just an introduction, working to get a system and metrics in place.

Systems of Support

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social–emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

   Student Support Team: SEL– We do a wonderful job supporting SEL for students with weekly SST meetings to ensure students are receiving varying levels of support from our school counselor, family liaison, social worker, restorative specialist, BHR, and admin. An area for us to grow and to be strengthened is in the academic support interventions. Our continued work/PD with inclusionary practices will significantly help this area of growth.

2. How did your school identify these areas of strengths and improvement?

   - Fall/Winter Panorama Survey
   - Healthy Youth Survey
   - Fall/Winter/Spring MAP
   - SBA Data
   - Classroom Grades
   - Attendance reports

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

   Several organizations work to support our students. We have two parent/family groups that work hard to ensure our students have opportunities outside of the classroom. In addition, the Olympia Education Foundation supports our school through a variety of grants.

4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

   Our Family/Parent groups are an area of strength and an area of improvement as well. We often have volunteers in our building and can always count on our families to volunteer. We have a small and mighty group of parent leaders and we want this to grow to ensure we do not have a drop-off from year to year.

Section 5: School Improvement Plan (Component #2 – Well–Rounded Educational Strategies)

Note: *In past templates, Well–Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence–based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non–academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short– and long–term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time–bound, inclusive, and equitable and should answer the questions:

- What will be improved?

- By how much?

- By when?

- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?

- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?

- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?

- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those*

Section 5: School Improvement Plan (Component #2 – Well–Rounded Educational Strategies)

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students served to satisfy the requirement of Component 3 - Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

The needs assessment process highlighted areas for us to prioritize. Specifically, Thurgood Marshall Middle School will work towards "Strive For Five" Working to increase our overall attendance for students by striving to attend all classes for five days a week. Additionally, we will work to increase our students' sense of belonging by designing educational experiences that center our students' diverse identities and cultural backgrounds.

5a. SY 2023–2024 SMARTIE Goal #1:

By centering our students in the margins, we will use research-based instructional practices to design culturally responsive educational experiences for every student. Students will demonstrate an increase in their efficacy, empowerment, and engagement of their sense of belonging as shown through the annual Panorama survey data from Fall 2023 to Spring 2024. Specifically, the percentage of students who respond favorably to Sense of Belonging questions on the Panorama survey will increase from 47% (Fall 2023) to 53% (Spring 2024).

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
What evidenced–based practice(s) will you implement in order to have impact toward achieving this goal?	*What short– and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

Who, specifically, will benefit from this practice/activity?				
Activity 1 Every certificated staff member at .8 FTE or higher will teach a weekly advisory class composed of small groups of students focused on SEL lessons and creating a sense of belonging	Panorama Survey- Sense of Belonging data	Weekly and we will use fall to spring Panorama data	Teachers, Counselor, Admin	Weekly time built into the schedule.
Activity 2 We will continue to staff a "Restorative Center" to provide a mechanism for students to restore harm done to others. We will continue to engage in PD about restorative practices in the classroom.	Panorama Survey- Sense of Belonging data	Daily and we will use fall to spring Panorama data	Admin and Restorative Staff.	PD once a month (1-hour)
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. $1500 for PD to support staff and implementation				
2. Additional Hours for staff PD Beyond Allocation/ presentation fee for specific staff members				

5b. SY 2023–2024 SMARTIE Goal #2:
Through project-based learning, field investigations, extracurricular activities, service learning, and school-wide assemblies,

students will demonstrate their knowledge to our community in ways that affirm their individual identities. Between the Fall of 2023 and Spring of 2024, students will demonstrate an increase in responding favorably when asked about their ability to demonstrate self-efficacy (47% to 55%) and emotional regulation (50% to 53%) as measured in the Panorama survey.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity 1 100% of students will participate in at least one service-learning project during the 2023-24 school year.	Students will participate in a community service activity and indicate on a survey the impact that they have had in their local and global community by using a rubric which will indicate their level of impact, moving from no to little impact on their community to large impact on their community, as shown on a pre-and post-survey showing a 40% increase by June 2024	Fall to Spring	Building Leadership team.	Transportation Partnerships with Community Organizations

Activity 2 Collaborate across the school to develop a Project Based Learning curriculum with the integration of end-of-quarter projects between ELA, Social Studies, and Science.	Panorama Survey	Weekly	7th and 8th-grade teachers	Release time for teachers

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Release time/use of visitation funds to support the integration of PBL
2. $2000 to cover transportation for service projects

5c. SY 2023–2024 SMARTIE Goal #3:
By creating a shared understanding of standards-based grading and school-wide assessment practices, teachers, students, and families will be able to identify students' level of proficiency of essential skills/concepts. Teachers will use the 5 planning questions do design and monitor student achievement during early release Wednesdays.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? *Who, specifically, will benefit from this practice/activity?*	*What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?*	*What was / is the projected length of time of this activity?* *When or how often (please be as specific as possible) will progress be monitored or data reviewed?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	*What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*
Activity 1 Using the 5-planning questions from	Classroom assessments	Weekly/Monthly	Teachers/Admin	Wednesday Early Release

culturally responsive education in the classroom.				
Activity 2 During our first year of AVID 50% of staff routinely used WICOR (Writing, Inquiry, Collaboration, Organization and Reading) AVID strategies	AVID Certification Framework	Weekly/Monthly	AVID Site Team	AVID Training
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. PD for TMMS Staff focused on CRE and AVID				

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.
NOTE: *All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School	Click or tap here to enter text.	Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Improvement Grant Funding		