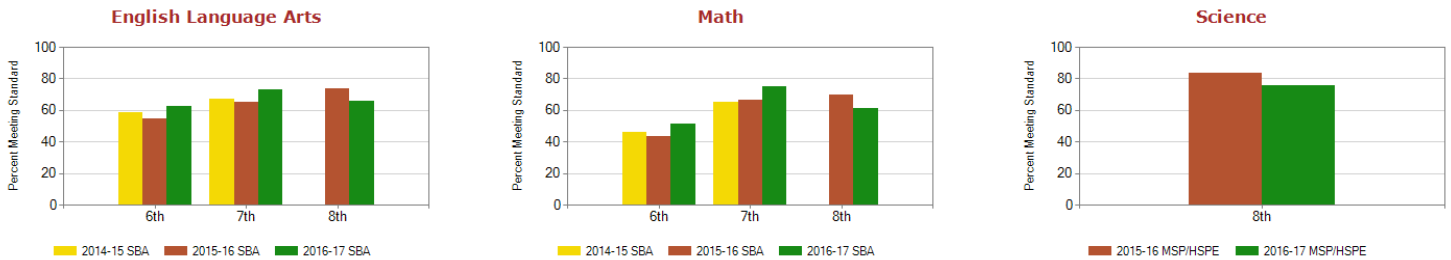


# 2017-2018

## Thurgood Marshall Middle School Improvement Plan

Enrollment	366
Free/Reduced Lunch	36.1%
Special Services	16.7%
English Language Learners	1.4%
Unexcused Absence Rate	1.1%

### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



### Communication Goals:

Thurgood Marshall staff will connect with all parents/guardians in a personal and positive way during the school year using a variety of strategies:

- Emails, texts, phone calls, and/or written notes home
- Returning phone messages and replying to emails within 24 hours
- Hosting Curriculum Night and free spaghetti dinner in September
- Positive office referrals that include parent/guardian contact
- Updated school website managed by the teacher-librarian
- Administrator's school "News you Can Use" monthly messages (phone, email, web-site) regarding school events
- School reader board
- Use of Skyward Message Center, automated phone system and/or teacher websites/newsletters
- Monthly parent/guardian meetings (MCC and CSI Marshall)
- Encourage parent/guardian volunteers - especially for student store and school events - and participation in programs
- Student-led, teacher assisted conferences during October Conference Week that involve every family
- Performances/presentations (Veteran's Day Assembly and MLK Assembly) - community invited
- Submissions to district newsletter, local newspapers and organizations
- Quarterly Mustang Awards
- Many teachers and administration are using Remind.com - a web based program that enables school to send text messages to parents
- Use of student planner as a communication tool between school and home regarding student assignments
- Use of Schoology to post notes, links, assignments, grades, etc as a link between school and home
- Conduct our 2nd annual school-wide Martin Luther King Day of Service.
- Physical education lifelong skills activities working with professionals in the community including swimming, martial arts, and golf.

- Bringing in guest speakers for our science content classes.

## Safety Goals:

All staff members are trained in HIB boundaries, mandatory reporting, medication administration, life-threatening allergies: diabetes and use of epipens.

- Safety/PBIS team will meet monthly to review SWIS data, ensuring fidelity with the continued implementation and refinement of school-wide PBIS.
- Conduct, evaluate, announced/unannounced, and refine monthly L1 drills.
- L1 and L2 safety plan instruction packet provided for every para-professional and guest teacher.
- Conduct annual inventory and update first aid bags, L2 emergency bins every space in building has first aid and infection prevention kit.
- AED centrally located. Large group of staff trained in first aid and CPR.
- SRO presentation on internet safety, HIB, sexting. Increased SRO positive presence.
- PBIS expectations clearly posted in all common areas.
- Annual (fall/spring) HIB survey, connectedness survey and school culture/climate survey
- All exterior and interior doors locked; safety flippers in use.
- Use of new comprehensive camera/video system to ensure safety of all students, staff, and faculty.
- ID badges by all employees; all visitors check in and wear ID tags.

## Achievement Goals:

### ELA

Students will demonstrate proficiency in answering text-dependent questions for both informational and literary texts. All students will show one level of growth on the RACE/RATES rubric from an initial assessment (by December 15) to a final assessment (by June 1).

#### Strategies:

- Creation of a common rubric for RACE/RATES on November 8
- Creation/use of common formative assessments
- PLC collaboration on Wednesdays to share data/scored formative assessments
- Use of Core/Flex time to differentiate instruction

### ELA SPED

SPED students will demonstrate proficiency in answering text-dependent questions for both informational and literary texts. They will show one level of growth on the RACE/RATES rubric from an initial assessment (by December 15) to a final assessment (by June 1).

### ELA POVERTY

Low-income students will demonstrate proficiency in answering text-dependent questions for both informational and literary texts. They will show one level of growth on the RACE/RATES rubric from an initial assessment (by December 15) to a final assessment (by June 1).

### MATH

On the spring 2018 Measure of Academic Progress (MAP) for mathematics, all grade levels will have 100% of their students achieve their projected growth goals from spring 2017-spring 2018.

#### Strategies:

- Continue utilizing ALEKS.com and KEMS program for students with IEPs and in Learning Assistance Program classes (LAP)
- Continue to use CORE/FLEX Time to assist student gains
- Continue to use Dylan Wiliam's "Embedding Formative Assessment" strategies to increase engagement, critical thinking and achievement
- Collaboration with district and building peers to optimize implementation of Illustrative Math Curriculum
- Further integrate technology as part of instruction
- Collaborate with homework support center serving apartments on Fern Street
- Continue attendance at district level math trainings

## **MATH SPED**

The Math SPED Goal is to increase the number of students with IEPs reaching their expected student growth goals by 5% on the Measure of Academic Progress (MAP) as compared to the 2017 data.

## **MATH POVERTY**

The Math poverty goal is to increase the number of students meeting the expected growth by 4% as measured on the Measure of Academic Progress (MAP) as compared to the 2017 data.

## **SCIENCE**

All students will increase 1 level (on a standards based scale) by the end of April, 2018, on each part of the rubric for claim, evidence, and reasoning.

### **Strategies:**

- Collaborate with science team for PLC
- Develop a common rubric to assess claim, evidence, reasoning
- Develop a common formative assessment for claims, evidence, reasoning
  - Use student samples to calibrate scoring
- Align science curriculum with NGSS
- Align Science World Magazine readings to Common Core reading/writing standards
- Provide field investigation opportunities for all grade levels in order to make science relevant and meaningful to all students
- Collaborate with community resources to connect students to real-life scientists (guest speakers)
- Design and implement year-end STEM project for all three grade levels. All grade levels will meet a few times a year during PLC to design the cross-curricular project:
  - 8th grade: Rockets (astronomy)
  - 7th grade: Energy Efficient Buildings (energy)
  - 6th grade: 3-D model (earth history or biodiversity model)

## **SCIENCE SPED**

All students will increase 1 level (on a standard's based scale) by the end of April, 2018, on each part of the rubric for claim, evidence and reasoning

## **SCIENCE POVERTY**

All students will increase 1 level (on a standard's based scale) by the end of April, 2018, on each part of the rubric for claim, evidence and reasoning

## **Professional Growth Goals:**

Teachers will collaborate in content-alike, vertical Professional Learning Communities after establishing a common understanding and vocabulary of all components of PLCs. To develop this understanding, we will read and study chapters 1-7 of the book *Learning by Doing* by Dufour et. al during early release times, attend Dr. Anthony Muhammad's presentation on October 13th, and then start meeting in PLCs, to meet three times per month, to do the work of PLCs: Set norms, identify essential standards, teach a guaranteed and viable curriculum, develop and deliver common formative assessments, meet to discuss assessment data, and implement RTI by student, by standard.

We will also continue to build upon the past two years of Dylan Wiliam study of Embedded Formative Assessment by continuing to discuss and learn about formative assessment techniques during monthly staff meetings and reiterated in weekly Monday Messages to staff.

## **PBIS Goals:**

- Safety/PBIS team will meet monthly to review SWIS data, ensuring fidelity with the continued implementation and refinement of School-wide PBIS
- PBIS expectations clearly posted in all common areas.
- PBIS Team presents SWIS data, goals, and refresher/booster professional development midyear.
- Initiating Tier 2 program training and development
- All staff will continue to support Tier 1 systems, including teaching school wide common area expectations, procedures, and routines within their classrooms.
- All staff members will utilize pride slips and positive office referrals to teach and reinforce positive behavior school wide.
- School- wide house system created to teach PBIS expectations and monitor academic and behavioral achievements.
- Established positive incentives through pride slip accumulation with student and staff goal setting.

## **Strengths:**

Standardized test score data from 2017 continues to show significant growth in all areas for almost all subgroups of students.

### **SBAC:**

- Whole school SBAC Proficiency scores are consistently increasing as measured over the past three years
- Math SBAC: Despite low “n” values, high growth for Bi-lingual (79), Asian (74) and Black (72) students; and nearly commensurate growth for low (63.5) and non-low income (67.5) students
- ELA SBAC: Despite low “n” values, high growth for American Indian (67) and Bilingual (83) students and Equal Growth for low and non-low income (65)
- 7th Grade Math scores are incredibly and consistently high for all groups
- 6th Grade ELA - ALL groups’ SGPs 61% or higher

### **MAP:**

- Tremendous MAP growth, revealing narrowing the gap for SPED and LAP students in all grades and both areas (except 6th grade LAP math and 8th grade reading)
- Over-all students who met or exceeded growth goal in MAP exceeds other middle school growth in every area except 6th grade reading

### **More Strengths:**

- School staff and faculty embrace the philosophy of teaching the whole child, not simply “teaching to the test.” Thus, they have been very receptive to the expansion of specific electives, such as Drama, Robotics and science-based electives (Horticulture and Natural Resources) as well as to field trip opportunities that get our students into the community to apply what they are learning.
- Staff are instructionally sound, open to growth, and highly collaborative and reflective.
- Strong and inclusive school culture that embraces and celebrates difference and tolerance
- An alternative program that has changed significantly (from MAP) to include a greater focus on academics and “real-life” science through the Citizen Scientist Framework.
- Active and supportive parent group, Marshall Community Council (MCC)
- Low incidents of student discipline referrals – strong PBIS system, classroom management, and well-behaved students
- Staff offers remediation opportunities, chances for re-takes, and enrichment opportunities during Core-Flex time, currently offered four times per week. Staff emphasize support of students who need targeted help in core subject

areas.

- In addition to Core-Flex, we offer an after-school Homework Club twice per week
- Monthly “Students of Concern” grade-level team meetings where teachers meet to brainstorm interventions for struggling students (Tier 2 and 3 interventions).
  
- Staff that is open to professional development opportunities and change; they have embraced Dylan Williams’ PD strategies as well as PLCs.
- Almost all staff grade on a Standards-Based grading scale, though difficult to convert in Skyward, which clearly communicates to parents where students struggle.

## **Opportunities For School Growth:**

- Marshall has the highest percentage of free/reduced lunch and the most diverse student population in the OSD – both of which are challenges in trying to close the achievement gap.
- We continue to lose many of our highest performing students to JAMS and NOVA as they enter 6th grade. Currently, 45 Marshall students are attending JAMS. This complicates our ability to close the achievement gap in a variety of ways, including losing many of our exemplars and role models.
- Constraints on master schedule (due to alternative program, small school and part-time music teachers) force lopsided class sizes and lack of flexibility for students and staff.
- Getting everybody to commit to using common academic vocabulary every day
- Working with all students, grades 6-8, to increase their typing abilities in preparation for the SBAC
- Closing the achievement gaps for our Special Education and low income populations in both reading and math