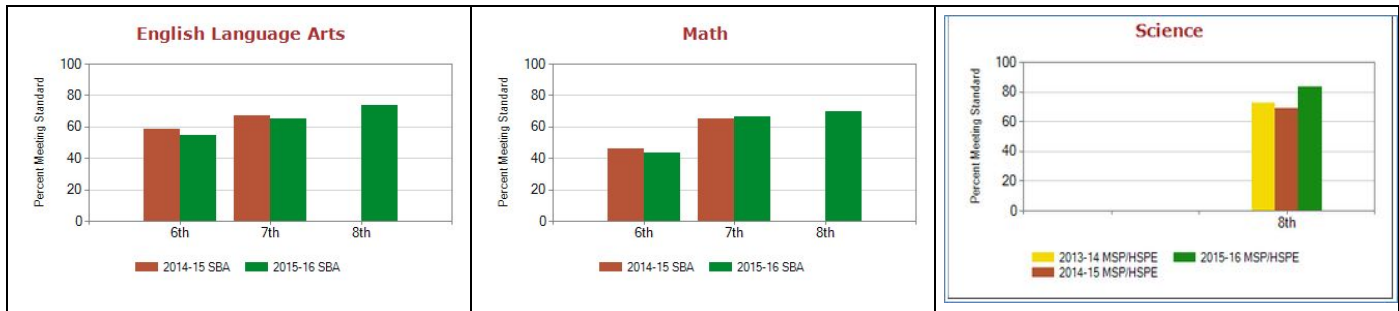


Thurgood Marshall Middle School Improvement Plan 2016 - 2017

Enrollment	385
Free/Reduced Lunch	37.9%
Special Services	14.8%
English Language Learners	2.9%
Unexcused Absence Rate	0.8%
Suspensions	39

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goal:

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
- Curriculum Night in September so parents can meet all the teachers
- Positive office referrals that include parent/guardian contact
- Updated school website managed by the teacher-librarian
- Administrator's school Twitter feeds regarding school events
- School reader board (installed by December)
- Use of Skyward Message Center, automated phone system and/or teacher websites/newsletters
- Monthly parent/guardian meetings (MCC and CSI Marshall)
- Parent/guardian volunteers and participation in programs
- Student-led, teacher assisted conferences during October Conference Week
- Public performances/presentations
- Submissions to district newsletter, local newspapers and organizations
- Quarterly Mustang Awards
- 6th Grade Math Parent Night
- Many teachers are using Remind.com - a web based program that enables teachers to text messages to parents
- Weekly planner pages with all assignments from all 6th grade teachers e-mailed to parents

Achievement Goals:

ELA:

Thurgood Marshall Middle School students will exceed the Washington State average of students that meet the standard on the spring 2017 English Language Arts SBA in **Reading** by five percentage points across all grade levels (6, 7, 8). In addition students will show five percentage points worth of growth on the spring 2017 SBAC when considering cohort data.

Strategies:

- Teach academic and domain-specific vocabulary across the curriculum
- Teach critical thinking and reading skills aligned with the Common Core State Standards across the curriculum
- Implement informational reading strategies across the curriculum
- Promote through Core/Flex Time, library programming, and classroom structures, a culture of reading at Thurgood Marshall Middle School
- Implement Year 2 of Dylan Wiliam’s “Embedding Formative Assessment” Strategies to increase engagement and critical thinking
- Collaborate with PLC during core/flex time
- Continue to deepen authentic relationships with all students.

Thurgood Marshall Middle School students will exceed the Washington State average of students that meet the standard on the spring 2017 English Language Arts SBA in **Writing** by five percentage points across all grade levels (6, 7, 8). In addition students will show five percentage points worth of growth on the spring 2017 SBAC when considering cohort data.

Strategies:

- Horizontally align academic vocabulary based on Common Core State Standards for literacy in all core subjects.
- Continue vertical alignment of instruction based on the Common Core State Standards for writing and language by using the SpringBoard curriculum in ELA classrooms.
- Consistently integrate technology into ELA instruction and evaluation
- Implement Year 2 of Dylan Wiliam’s “Embedding Formative Assessment” Strategies to increase engagement, critical thinking and achievement
- Collaborate with PLC during core/flex time
- Use “RACE” format/language in social studies and ELA expository writing.
- Continue to deepen authentic relationships with all students.

ELA SPED	ELA POVERTY
There was a gap of only 2% between SPED and non-SPED student growth on the SBAC as evidenced by median growth percentiles in 2016. The ELA SPED goal is to narrow that gap, showing the same student growth percentile between SPED and non-SPED students on the 2017 SBAC..	There was no gap between low-income and non-low-income student growth on the SBAC as evidenced by median growth percentiles in 2016 -- both were at 58%. The ELA poverty goals are the same as non-poverty goals: an increase of 5% student growth on the 2017 SBAC.

MATH:

On the spring 2017 Measure of Academic Progress (MAP) for mathematics, all grade levels will have 60% of their students achieve their projected growth goals from fall 2016-spring 2017.

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
- Provide an after-school Math Tutorial that meets twice per week
- Further integrate technology as part of instruction

MATH SPED	MATH POVERTY
The math SPED goal is to increase the number of SPED students reaching their expected student growth goals by 5% on the Measure of Academic Progress (MAP) as compared to the 2016 data.	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 2016 data.

SCIENCE:

85% of students will meet standard (Level 3) on the 8th grade science MSP.

Strategies:

- Collaborate with science PLC during core/flex time
- Meet with district grade level science 3 times a year
- Strive to collaborate with grade-level teams for cross-curricular integration
- Participate in the Digital Immersion Initiative (Stevick, Phillipy and Condon) to provide technology opportunities for all students
- CSI will pilot STEM posium to provide student-centered, project-based opportunities
- Align science curriculum with NGSS
- 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
- Design, administer and analyze pre/post assessment to gauge student understanding
- Connect students to STEM technologies and careers
- Provide scientific interventions during core/flex time

SCIENCE SPED	SCIENCE POVERTY
<ul style="list-style-type: none"> ● 46.8% of SPED students will meet standard (Level 3) on the 8th grade science MSP, increasing 10% from 2016. ● Provide scientific interventions during core/flex time ● Follow IEP/504 accommodations 	<ul style="list-style-type: none"> ● 75% of Low Income students will meet standard (Level 3) on the 8th grade science MSP, increasing 9.2% from 2016. ● Provide materials and supplies for labs/projects ● Specify success criteria clearly ● MCC allocation for field trip fees for low-income students.

P Professional Growth Goal:

Staff will continue to study and implement formative assessment practices as presented by Dylan Wiliam and his *Assessment for Learning* work. Staff will focus specifically on defining Success Criteria, Comment-Only Grading, and Hinge Point Questions in order to increase their own understanding of student learning. These strategies, when employed well, have proven to increase student engagement and growth. As part of this work, teachers will work in partnership with others to observe and provide feedback on each other's work. They will also meet monthly with larger Teacher Learning Communities to share strategies and reflect on their own teaching.

In addition to the Dylan Wiliam study, teachers will meet ten times during this school year in job-alike "PLC" teams to read the book, "Learning by Doing: A Handbook for Professional Learning Communities at Work" in order to learn about Professional Learning Communities together. This shared learning will establish a foundation for the full implementation of PLCs in the 2017-18 school year.

Safety Goal:

- Combine PBIS and Safety Team to reflect physical, emotional, and social safety goals.
- Conduct, evaluate, refine monthly L1 drills. Conduct, evaluate, refine L2 drill (staff only) by January.
- L1 and L2 plans in every sub folder.
- Annual inventory and update First Aid bags; every space in building has First aid and Infection Prevention Kit.
- AED centrally located. Large group of staff trained in 1st aid and CPR.
- SRO presentation on Internet Safety, HIB, Sexting. Increased SRO positive presence.
- Emphasize PBIS expectations.
- Annual (fall/spring) HIB survey.
- All exterior and interior doors locked; safety flippers in use.
- ID badges by all employees; all visitors check in and wear ID tags.

PBIS:

- Combine PBIS and Safety Team to reflect physical, emotional, and social safety goals.
- Increased adult presence in common areas as per PBIS directed data.
- Develop comprehensive Skyward/SWIS discipline form. Obtain and train on SWIS.
- Continue to implement full PBIS systems: Clear values, expectations, posted area expectations, lessons and training regimen, reinforcements, celebrations for reaching goals.
- PBIS “SafeSchool” data driven decision making for improvement.
- Annual (fall/spring) student survey for connectedness, HIB, school spirit and culture.

STRENGTHS:

Standardized test data from 2016 shows significant student growth across all areas. We are tremendously proud of the academic growth of our students. A few highlights are outlined below.

SBAC:

- Spring SBAC scores **exceeded** state averages in all areas except 6th grade Language Arts and Math.
- Despite scoring lower than the state average in 6th grade Language Arts on the SBAC, the **median student growth percentile** for 6th graders was 58%. *This trend has steadily increased over the past three years*, moving from 44% in 2014 to 55% in 2015 and 58% in 2016.
- Despite scoring lower than the state average in 6th grade Math on the SBAC, the **median student growth percentile** for 6th graders was 60%. *This trend has steadily increased over the past three years*, moving from 55.5% in 2014 to 59% in 2015 and 60% in 2016.
- Student growth percentiles in both Language Arts and Math as demonstrated on the SBAC increase significantly from 6th to 8th grade:

LANGUAGE ARTS MEDIAN STUDENT GROWTH PERCENTILES, 2016 SBAC		MATH MEDIAN STUDENT GROWTH PERCENTILES, 2016 SBAC	
6th Grade	57%	6th Grade	60%
8th Grade	65%	8th Grade	82.5%

MAP:

- Marshall demonstrated the highest percentage of students in the district (as compared to other middle schools) *exceeding* their projected growth on both the Math and Reading MAP tests as measured from Spring 2015 to Spring 2016 in **ALL** areas except 6th grade Language Arts.
- Cohort data shows a steady increase in scores and growth across ALL grades and subjects.

SCIENCE MSP:

- MSP Scores show a 15 point increase from 2015 score and the second highest MSP score in the district (behind JMS) at 83.5% meeting standard. This exceeds the state average by 16%.
- 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.

- 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 and an after-school Math Tutorial 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.
- Staff have begun to study Culturally Responsive Teaching Strategies with assistance from the WEA’s Director of Human and Civil Rights.

OPPORTUNITIES FOR SCHOOL GROWTH:

- We have 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.
- Of the top 25% of 6th graders (50 of 198) coming from our feeder schools (as measured by combined 4th and 5th grade Math and Reading MAP and 4th grade MSP scores), we get 38% of the Math students (19 of 50) and 48% of the Reading students (24 of 50) . In other words, we are losing 62% of our top math students and 52% of our top reading students to JAMS and NOVA. 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 continue to be our biggest challenges.