

Thurgood Marshall Middle School

School Improvement Plan

May / June 2012

PIM Team

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School Council Members

Dr. Richard Cowdell-Principal
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EXECUTIVE SUMMARY

School Profile and Demographics

Thurgood Marshall Middle School is an urban middle school that serves 947 students. Our student population is very high minority (86%) and comes primarily from low socio-economic backgrounds (94%). Our school is one of two middle schools in the system with an English Language Learner (ELL) program, so it is understandable that 19% of our students are Limited English Proficient (LEP) and 62% of our students' first language is not English. The majority of the students (61%) are Hispanic. 18% of our students are enrolled in special education programs. All of these figures are higher than the average for the district and for the state.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Thurgood Marshall	947	13.6	7.8	60.9	0.1	14	3.5	62.1	19.1	94.4	18.3
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

In accordance with the best practices promulgated by the National Middle School Association (NMSA) of providing a cohesive, supportive, smaller setting for the young adolescent, the Marshall student population is divided into nine smaller sections (or clusters) within the building. The majority of the students' classes take place in these clusters. For the current school year, there were two and a half clusters for grade 8; two clusters for grade 7; two clusters for grade 6; one cluster that was a combination of grade 6 and 7; a multi-grade English Language Learner (ELL) cluster; and a cluster for our Life Skills students. With the exception of the Life Skills cluster, all clusters service an average of 109 students.

Nearly all Marshall Teachers are licensed in the content areas that they are instructing. All six of our ELL teachers are additionally licensed in English as a Second Language (ESL). There is a mix of veteran and novice teachers on the staff and a strong teacher induction program that allows new teachers the opportunity for support and development. The academic support specialist has been integral in implementing the district-wide initiative of requiring all middle school teachers to submit written lesson plans for review and feedback. Our curriculum staff has continued to address our prior focal points, including: the continued development of our professional learning community. Specifically, this has involved weekly content collaboration meetings, training in the use of technology that has allowed an increased focus on data gathering and analysis, examining student work and unit/lesson plan development.

One of our biggest accomplishments has been the implementation of a year-long RTI program. This school-wide initiative utilizes data to identify students who need additional support on specific standards in ELA and math. The identified students receive daily, small group, time-limited, targeted instruction to address the weaknesses found. Post test results are used to show growth and identify students requiring additional intervention. Both teachers and students have shown an interest in seeing the level of growth after intervention has been provided.

This year, the staff received professional development in CHAMPS, which is a school and classroom approach to making expectations transparent to students and focusing on positive relations between teachers and students. The vast majority of the staff received two full days of professional development, provided by Safe and Civil Schools. This PD is aligned with our School Improvement Plan goal of focusing on improving the school climate. Data from teacher survey showed a high percentage of support for the workshop, with many writing that it was the best PD that they have received.

Marshall has consistently attracted a very dedicated staff, committed to meeting the needs of the students and their families. They are consistently available beyond their teaching commitment, which has resulted in providing ongoing extra-curricular opportunities for the students.

The school is located in the midst of an urban residential district and has limited physical resources outside of the building, itself. The structure was built in 1923 with an addition that was completed in 1964. A gas conversion was completed on the boiler system last year and has greatly improved the consistency of the heating system this past winter. The roofing problems were also addressed earlier last school year, yet persistent leaks continue to plague some of our classrooms and hallways. An early school year flood damaged an entire cluster of classrooms and forced the closing of our teen health center for approximately one month. We were happy to be informed that the city has continued to press forward with the application for construction of a new school building through the Massachusetts School Building Authority.

NCLB Status

The school continues to make progress on MCAS testing. In ELA, the aggregate CPI rose 1.5 points to 76.5, consistent with a continuous slight growth every year for the past 5 years. The school missed reaching the AYP improvement target in the aggregate by 2.3 CPI points. The school met target goals in one of the seven subgroups (African American). There were significant gains shown in several subgroups. Specifically, our scores in the special education subgroup showed a remarkable gain of 7.9; the African American subgroup gained 5.4 and the Limited English Proficient subgroup gained 3.3 points. Our NCLB accountability status in ELA is **Restructuring, Year 2** in all areas with an Improvement Rating of **No Change**.

Math continues to be an area of focus and urgency for the school. The positive news is that the scores show an increase in the aggregate of .4 CPI points to 55.3, and a gain in four of the seven subgroups. The Special Education subgroup continues to make substantial gains. In this testing the subgroup gained a remarkable 10.9 points. Our NCLB accountability status in math is **Restructuring, Year 2** in all areas with an Improvement Rating of **No Change**.

Attendance continued to be an area of focus this year. Although the aggregate attendance improved slightly to 93.8%, there is one subgroup that is concerning: Special Education, which improved to meet the required 92% attendance (up from 90.9 for the past year), but continues to warrant ongoing attention. Participation in the MCAS exam continues to be strong, with the aggregate at 99% and all subgroups at 97 – 100 %.

MCAS Results

The following charts show the percentage of Thurgood Marshall's students in Advanced, Proficient, Needs Improvement, and Warning, for the past ten years for ELA and Math MCAS.

Grade 6 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	1	4	41	46	38	39	19	12
2007	3	4	33	44	41	39	23	13
2008	9	7	43	46	29	35	19	13
2009	5	6	33	41	39	36	23	17
2010	4	4	36	41	35	33	25	22
2011	2	5	30	37	44	37	24	21

Grade 6 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	1	5	17	20	25	31	57	44
2003	3	6	14	21	32	36	50	37
2004	5	7	32	21	35	38	47	35
2005	5	8	50	22	35	36	46	35
2006	5	9	12	22	32	34	50	35
2007	3	10	23	25	27	32	47	33
2008	12	15	25	29	26	30	38	26
2009	5	10	17	28	33	33	45	30
2010	5	10	21	26	32	30	42	34
2011	4	10	19	26	34	30	43	34

Grade 7 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	3	2	41	45	44	40	12	14
2003	1	2	42	50	39	37	18	10
2004	1	2	39	49	42	38	18	11
2005	1	2	35	45	49	43	14	9
2006	2	3	39	43	34	38	25	17
2007	1	2	30	47	47	39	22	12
2008	0	2	32	44	36	37	31	17
2009	3	2	36	45	41	39	20	13
2010	0	1	47	48	37	36	16	15
2011	2	3	48	48	36	35	14	14

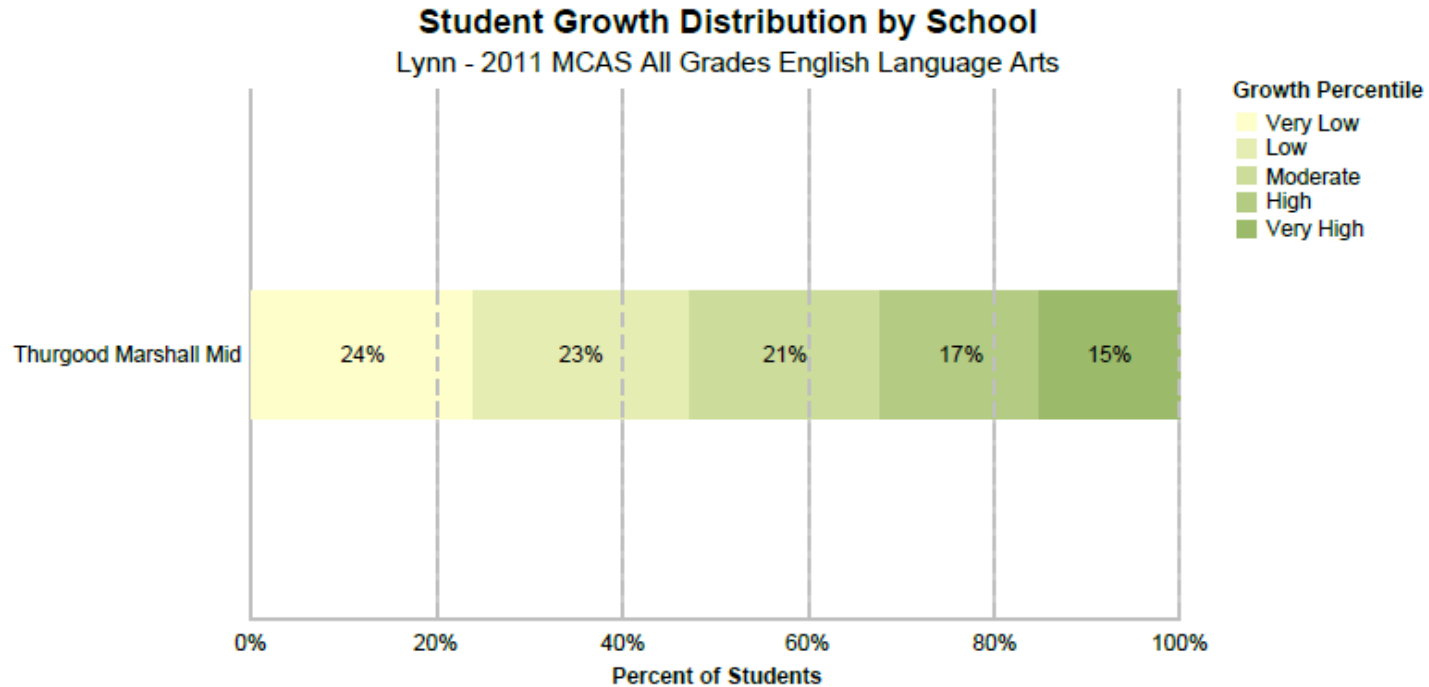
Grade 7 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	3	4	12	16	31	36	54	44
2007	3	4	13	24	32	36	52	36
2008	2	5	13	20	31	33	53	42
2009	7	5	18	20	29	34	46	40
2010	1	4	18	26	34	31	46	39
2011	3	7	17	22	30	30	50	42

Grade 8 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	1	3	39	49	41	36	19	13
2007	1	3	37	52	39	32	23	12
2008	2	4	43	56	35	29	19	11
2009	2	4	49	57	26	25	23	14
2010	7	5	52	56	24	25	17	13
2011	3	6	56	57	25	25	16	12

Grade 8 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	2	7	9	31	31	60	58
2003	2	3	11	14	26	32	61	52
2004	1	6	11	17	31	35	57	42
2005	0	4	6	16	31	36	63	44
2006	0	4	10	18	29	30	61	48
2007	2	7	8	16	27	32	63	45
2008	2	7	12	22	22	30	64	41
2009	3	8	16	20	24	30	56	42
2010	10	8	17	22	27	32	46	39
2011	4	9	14	21	37	32	46	39

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



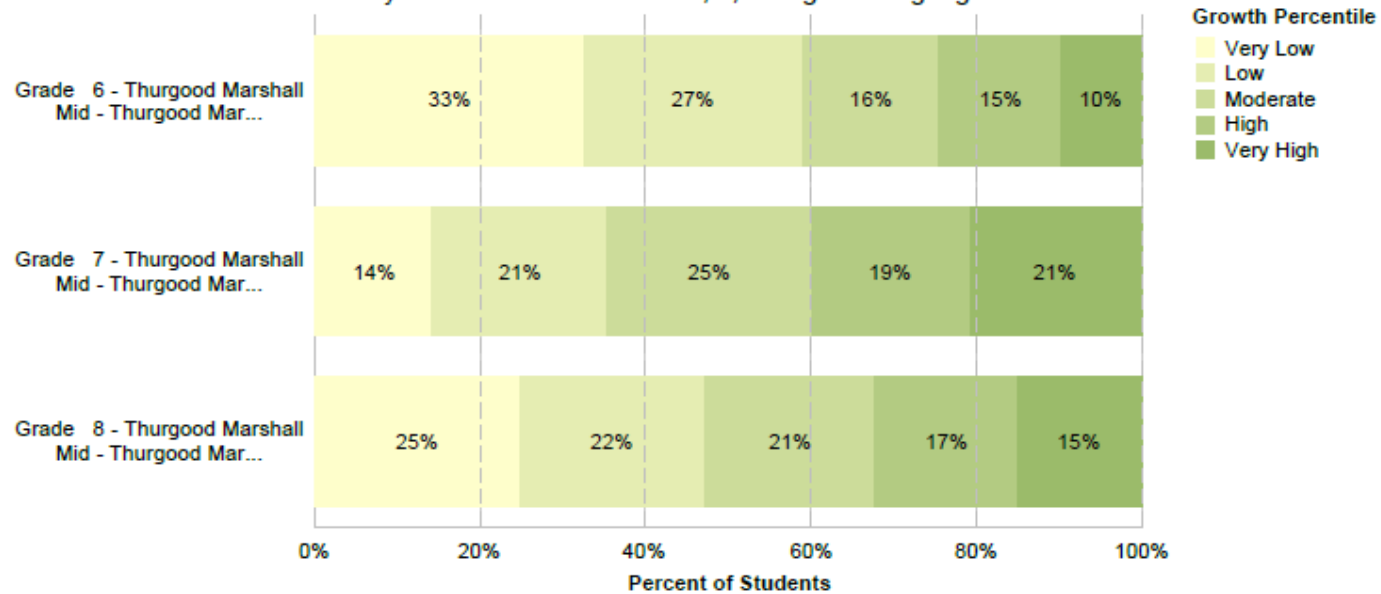
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Thurgood Marshall Mid	724	173	169	149	124	109	47%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 6, 7, 8 English Language Arts



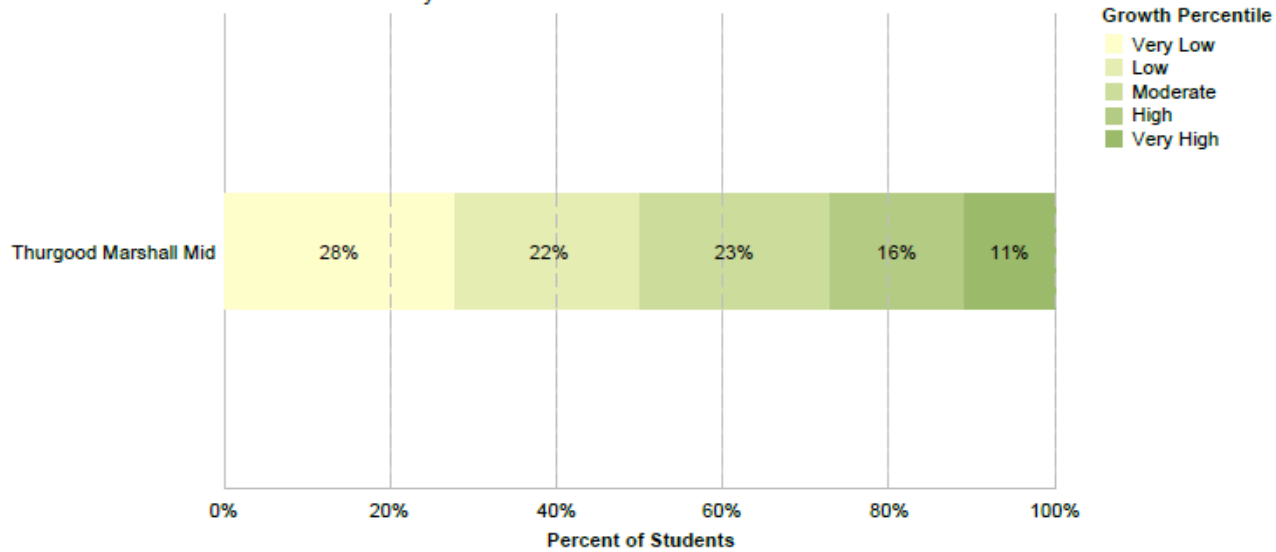
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6 - Thurgood Marshall Mid - Thurgood Marshall Mid	249	81	66	41	37	24	32%
Grade 7 - Thurgood Marshall Mid - Thurgood Marshall Mid	246	35	52	61	47	51	50%
Grade 8 - Thurgood Marshall Mid - Thurgood Marshall Mid	229	57	51	47	40	34	59%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics

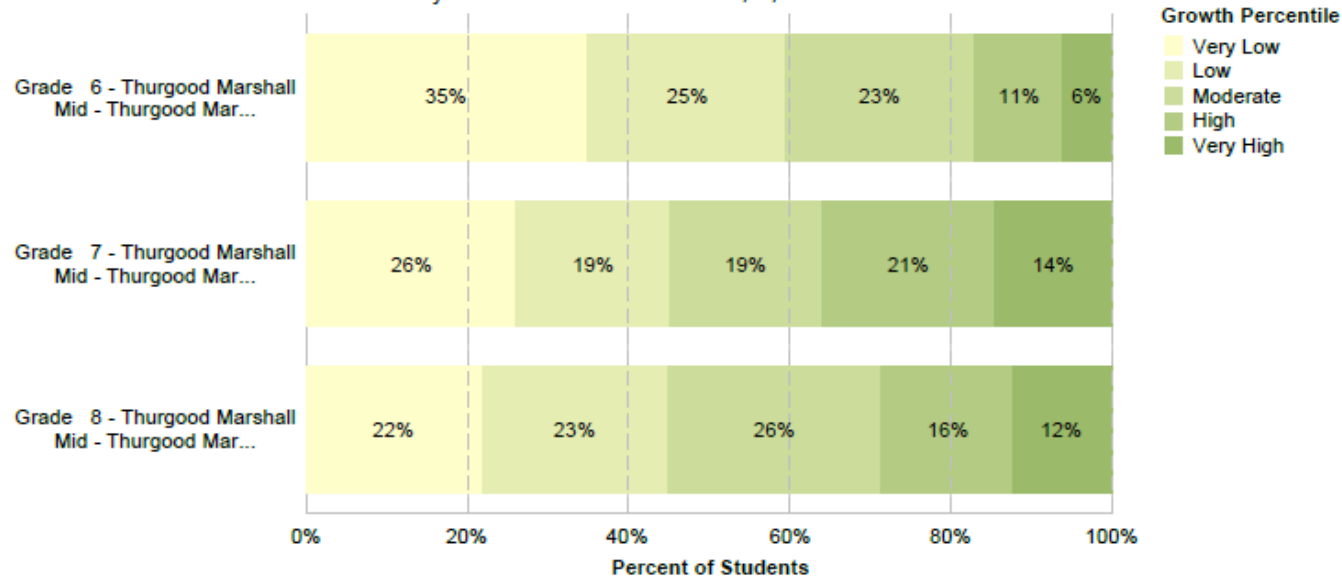


	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Thurgood Marshall Mid	714	199	159	163	116	77	21%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 6, 7, 8 Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6 - Thurgood Marshall Mid - Thurgood Marshall Mid	252	88	62	59	28	15	23%
Grade 7 - Thurgood Marshall Mid - Thurgood Marshall Mid	242	63	46	46	52	35	21%
Grade 8 - Thurgood Marshall Mid - Thurgood Marshall Mid	220	48	51	58	36	27	18%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from Thurgood Marshall's 2011 - 2012 school improvement plans, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status/Results
1. To make AYP in ELA for the aggregate and all subgroups.	Failure is not an Option program will be continued and expanded.	<ol style="list-style-type: none"> 1. The plan was continued through first quarter, but was abandoned and replaced with a stronger concentration on RTI for the school year.
	Authentic Assessment focus will be continued by all teachers with a requirement that each teacher have one authentic assessment per semester. Each teacher will schedule one public demonstration of their class' projects/assessments.	<ol style="list-style-type: none"> 1. Implemented fully through content collaboration. 2. Teachers aligned authentic assessment with standards. 3. Public displays were created in classrooms and/or hallways.
	Common assessments will be continued by all content teachers. Teacher-created assessments will be curriculum based with multiple choice and open-response questions.	<ol style="list-style-type: none"> 1. Quarterly assessments were implemented by the district. 2. Grade level common assessments created by teachers were implemented in some content areas / grade levels.
2. To make AYP in math for the aggregate and all subgroups.	X block math intervention will continue. The PIM team will oversee the continuation of the X-Block program to strengthen students' fluency in math. X-Block will focus on basic math facts, remediate basic skill deficits and reinforce MCAS related topics/strategies.	<ol style="list-style-type: none"> 1. X-block math was discontinued in favor of the RTI intervention. 2. Students lacking basic skills in math were referred to the math support class for intervention through Success-maker computerized software.
	Math Club will be established and students will compete within the school and against other schools. The math coach will oversee the development of materials/questions as well as the structure of the competitions.	<ol style="list-style-type: none"> 1. This intervention was implemented; however, it was limited by a cap on enrollment to team that would compete against other schools.
	Common assessments will be continued by all content teachers. Teacher-created assessments will be curriculum based with multiple choice, short answer and open-response questions.	<ol style="list-style-type: none"> 1. Quarterly assessments were implemented by the district. 2. Grade level common assessments created by teachers were implemented in some content areas / grade levels.
	Authentic Assessment focus will be continued by all teachers with a requirement that each teacher have one authentic assessment per semester. Each teacher will schedule one public demonstration of their class' projects/assessments.	<ol style="list-style-type: none"> 1. Implemented fully through content collaboration. 2. Teachers aligned authentic assessment with standards. 3. Public displays were created in classrooms and/or hallways.

3. All students will establish a trusting and respectful relationship towards self, staff and other students.	The school will continue to focus on rewarding positive behaviors demonstrated by the student population. Appropriate behavior will be acknowledged and rewarded...organized by the clinical director and carried out by all staff.	<ol style="list-style-type: none"> 1. This strategy was implemented increasingly throughout the year. 2. Specifically: Marshall CHAMPS were announced daily, our core values were rolled out: (D.R.E.A.M.): Dignity, Respect, Effort, Attitude and Motivation were focal points, as well. 3. Student leader program continued and was a focal point of the school. A large poster of the student leaders hangs in the foyer. 4. More use of the student leaders is required to maximize impact of this program.
	Student Advisory Program will continue and include activities that are focused on building positive character. The program will be spearheaded by the clinical director, with the assistance of the guidance staff and administration.	<ol style="list-style-type: none"> 1. The Advisory program continued, with some increased structure added from the previous year. 2. Data shows attention is needed to increase positive impact of this program.
	Student Mentor Program will be developed that will include a multi-level approach. Lynn English High School students will mentor eight grade students. Eight grade role models will mentor students in grades 6 and 7.	<ol style="list-style-type: none"> 1. LEHS mentors continued to visit with 8th graded advisory groups. Feedback is overwhelmingly positive on this program. Results in easier HS transition for grade 8 students. 2. Trickle down mentoring to other grades did not occur as planned.
4. All students will respect the educational environment of the building and help to develop a climate that is conducive to a positive learning atmosphere.	Teachers will effectively escort students to every class.	<ol style="list-style-type: none"> 1. This was implemented at the beginning of the year, but inconsistently implemented building wide due to logistical issues after the first quarter. 2. Re-evaluation of logistics to determine feasibility of escorting is required.
	Teachers will teach and reinforce appropriate behaviors to be used by students in the cafeteria and auditorium.	<ol style="list-style-type: none"> 1. CHAMPS program was used to teach expectations to all students in the first week of school. 2. Better start of year in cafeteria, however periodic re-teaching of expectations is needed.
	Teachers will be assigned and adhere to administrative posts in hallways and around the property perimeter before and after school to provide effective supervision and encouragement for students to behave appropriately.	<ol style="list-style-type: none"> 1. Implemented fully. 2. Increased supervision in the hallways and the perimeter of the school property (and neighborhood) resulted.
	School social worker and guidance counselors will monitor and follow-up on attendance patterns of repeat offenders to improve student tardiness and absenteeism.	<ol style="list-style-type: none"> 1. Implemented fully. Attendance issues were caught earlier and responded to more efficiently. 2. CHINS cases were filed earlier on students with chronic attendance issues. 3. A final result on attendance of these students is still mixed. Other options on attendance enforcement need to be explored.
	After school activities will be planned to support the smooth exiting of the building.	<ol style="list-style-type: none"> 1. Implemented fully and smoother exiting resulted.

SY 2012-2013 School Improvement Plan

Based on our evaluation of MCAS data, quarterly assessments, teacher surveys and observations, our goals have been revised to the following:

- To increase the number of students scoring “advanced” by 10% from the previous year MCAS results in both ELA and Math.
- To decrease the number of students scoring “Warning/Failing” by 10% from the previous year MCAS results in both ELA and Math.
- All students will establish a trusting and respectful relationship towards self, staff and other students.
- All students will respect the educational environment of the building and help to develop a climate that is conducive to a positive learning atmosphere.

Data Analysis-Strengths and Weaknesses

The 2011 AYP report card (attached) shows that Thurgood Marshall did not make AYP for ELA in the aggregate or in six subgroup areas and did not make AYP for Math in the aggregate and all subgroup areas...

Weaknesses in All Content Areas: students have demonstrated a weakness in the ability to apply multiple strategies to assist them in comprehending nonfiction text.

Weaknesses in Math: students have demonstrated a weakness in the ability to apply math operations to grade level problems.

Student Learning Objectives

The action plan that follows outlines the student learning objectives and strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will be able to apply multiple strategies to assist them in comprehending non-fiction texts.
- Students will be able to apply math operations to grade level problems.
- Students will trust staff and increase respect for self, staff and the community.
- Students will demonstrate appropriate behaviors to support the educational environment in classroom, transition and lesser structured settings before, after and throughout the school day.

Thurgood Marshall Middle School SY 2012/2013 School Improvement Plan

Goal	To increase the number of students scoring “advanced” by 10% from the previous year MCAS results in both ELA and Math
Identified Student Weakness	The ability to apply multiple strategies to assist them in comprehending non-fiction texts and in solving mathematical problems.
Student Learning Objective	Students will be able to apply multiple strategies to assist them in comprehending non-fiction texts and in solving mathematical problems.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Professional development will be targeted to provide teachers with tools for challenging students at their current levels with a focus on use of formative assessment (including pretests) and small group instruction.	Summer 2012	Professional development support from the district. Teachers attending intensive instruction will model and share learning with colleagues.	Workshop attendance records and surveys. Walkthrough visits to document teacher implementation of new strategies; lesson plan review; content collaboration records.
RTI will continue this year. Curriculum staff will work with lead teachers to create, administer and analyze monthly assessments that will lead to RTI groups in both ELA and Math.	Monthly assessments throughout the school year.	Dedicated time from curriculum staff and lead teachers.	Data will be gathered and published monthly with students and teachers informed as to their progress.
Common assessments will be continued by all content teachers. Teacher-created assessments will be curriculum based with multiple choice, short answer and open-response questions.	One common assessment per quarter	Content collaboration meetings to collect and analyze data	Data based on student results of assessment
Standard-based lesson plans utilizing small group approach will continue to be completed by all teachers.	Ongoing throughout the school year.	Content collaboration meetings;	Teacher records and observations of demonstration ; Review of lesson plans by Curriculum staff;
Data focused content collaboration will be implemented by curriculum staff, with a goal of releasing responsibility to teachers in each collaboration group.	Ongoing throughout the school year.	PD for teachers on how to gather and analyze data; Content collaboration meetings.	Content collaboration meeting observations and records; Review of collab. records by curriculum staff.
Walk through visits will monitor structure of lesson plan and frequency of small group instruction.	Principal, vice principal, Curriculum specialist	Dedicated administrative time; schedule of walk through visits developed.	Data based on walk through visits compiled

Thurgood Marshall Middle School SY 2012/2013 School Improvement Plan

Goal	To decrease the number of students scoring “Warning/Failing” by 10% from the previous year MCAS results in both ELA and Math.
Identified Student Weakness	A significant population of students is unable to solve math problems and/or read at grade level.
Student Learning Objective	Students will perform grade level math and literacy assignments.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Reading and Math basics “Boot camp” classes will begin in October with Saturday morning classes geared towards students who lack basic reading and math skills. Student leaders will be trained and supervised by teachers to work as mentors for the students who require additional help. Rewards will be provided for student participants (both mentors and mentees).	October to November; ongoing if needed.	Pretest, posttest, student notebooks, topic-based teacher and student packets, instructor manuals. Title One support for teacher hours and rewards.	Pretest and posttest results.
RTI will continue this year. Curriculum staff will work with lead teachers to create, administer and analyze monthly assessments that will lead to RTI groups in both ELA and Math.	Monthly assessments throughout the school year.	Dedicated time from curriculum staff and lead teachers.	Data will be gathered and published monthly with students and teachers informed as to their progress.
Professional development will be targeted to provide teachers with tools for challenging students at their current levels with a focus on use of formative assessment (including pretests) and small group instruction.	Summer 2012	Professional development support from the district. Teachers attending intensive instruction will model and share learning with colleagues.	Workshop attendance records and surveys. Walkthrough visits to document teacher implementation of new strategies; lesson plan review; content collaboration records.
Common assessments will be continued by all content teachers. Teacher-created assessments will be curriculum based with multiple choice, short answer and open-response questions.	One common assessment per quarter	Content collaboration meetings to collect and analyze data	Data based on student results of assessment
Professional development will be targeted to provide teachers with tools for challenging students at their current levels with a focus on small group instruction.	Summer 2012	Professional development support from the district. Teachers attending intensive instruction will model and share learnings with	Workshop attendance records and surveys.

		colleagues.	
Lesson plans indicating small group approach will continue to be completed by all teachers.	Ongoing throughout the school year.	Content collaboration meetings;	Teacher records and observations of demonstration ; Review of lesson plans by Curriculum staff;
Walk through visits by principal, vice principal, curriculum specialist will allow monitoring the structure of lesson plan and frequency of small group instruction.	Ongoing throughout the school year.	Dedicated administrative time; schedule of walk through visits developed.	Data based on walk through visits compiled

Thurgood Marshall Middle School SY 2012/2013 School Improvement Plan

Goal	All students will establish a trusting and respectful relationship towards self, staff and other students.
Identified Student Weakness	Although improved, there continues to be a lack of respectful rapport and trust in student-staff relationships.
Student Learning Objective	Student will trust staff and increase respect for self and staff.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Staff will implement the CHAMPS approach for developing positive relationships with students, parents and colleagues.	Summer and ongoing throughout the school year.	Professional development will continue with the CHAMPS program and working with students of trauma.	Workshop attendance records, walkthrough visits to document teacher implementation.
The school will continue to focus on recognizing and rewarding positive behaviors demonstrated by the student population. Appropriate behavior will be acknowledged and rewarded... organized by the clinical director and carried out by all staff.	Ongoing	Use of facilities that are on site. CHAMPS certificates; DREAM shirts.	Data will be gathered reflecting number of students recognized for appropriate behaviors..
Student Advisory Program will continue and include structured activities that are focused on building positive character. The program will be spearheaded by the clinical director.	Summer...review and revision of current curriculum September...training of staff Weekly meetings with advisees/advisors	Activity materials depending on the curriculum.	Pre and post surveys of students and staff.
Student Mentor Program will be developed that will include a multi level approach. Lynn English High School students will mentor eight grade students. Eight grade role models will mentor students in grades 6 and 7.	Beginning in September and continuing until May.	Partnership between LEHS coordinator and clinical director. Selection of role model students. Curriculum, staff involvement to oversee program	Teacher/student surveys, progress reports, report cards

Thurgood Marshall Middle School SY 2012/2013 School Improvement Plan

Goal	All students will respect the educational environment of the building and help to develop a climate that is conducive to a positive learning atmosphere.
Identified Student Weakness	Noise levels at times interfere with classroom instruction; Students at times regress to less than socially acceptable interactions with each other and/or adults.
Student Learning Objective	Student will demonstrate appropriate behaviors to support the educational environment in classroom, transition and lesser structured settings before, after and throughout the school day.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Identified students will be provided additional behavioral support to minimize out-of-class time and increase positive engagement.	Summer 2012 and ongoing throughout the school year.	RTI Tier 2 behavioral interventions established. System of data collection and analysis established and adhered to.	Discipline referrals, RTI data, and surveys.
Teachers will effectively escort/ monitor students in hallways between classes.	Beginning in September and continuing until end of school year	Teacher PD regarding hallway supervision; student CHAMPS training for hallway expectations.	Observation by administrators, tracking tardiness to class
Teachers will teach and reinforce appropriate behaviors to be used by students in the common areas of school (cafeteria, hallways and auditorium).	Beginning in September and continuing until end of school year	Posted procedures for CHAMPS training scheduled for beginning of year, with re-training scheduled throughout the year.	Observation by teachers and administrators...surveys of teachers, students, administrators and staff.
Teachers will be assigned and adhere to administrative posts in hallways and around the property perimeter before and after school to provide effective supervision and encouragement for students to behave appropriately.	Beginning in September and continuing until end of school year	Schedule for administrative posts in hallways and around property perimeter	Observation by administrators
School social worker and guidance counselors will monitor and follow-up on attendance patterns of repeat offenders to improve student tardiness and absenteeism.	Beginning in September and continuing until end of school year	Accurate student phone numbers and addresses; Monthly update of all addresses/phone numbers done in home rooms.	Tardy and absent reports

Parent and Community Involvement

In an effort to ease the transition to middle school, new students and their parents will be invited to an August orientation session, where they will be introduced to the administration and several teachers. Also, a power point introducing them to the school and its policies, as well as providing background information on Justice Thurgood Marshall will be presented. After which, tours of the school will be provided by current 7th and 8th grade Marshall Students. In an effort to increase parent and community involvement in the school, a parent council is being created with the sole goal of creating a stronger bond between the school and parents/community. Several options are currently being explored, including parent / community volunteers to help out during the school day or to provide after school activities; parent education classes; ESL classes for parents and the community; and the development of a viable PTO. It is the hope to utilize Title One funds to stipend a part time parent recruiter / volunteer coordinator with the goal of recruiting and organizing parent volunteers and to make the school more accessible to all parents.

Our strongest community partner continues to be North Shore Community College. This bond has resulted in a win-win relationship for both schools. Students from North Shore Community College are involved in helping to guide and tutor Marshall students, through course work and internships at the college. A federal grant from the Department of Justice has and will continue to provide a gang resistance program, targeting high risk students. The program runs for four hours on two afternoons/early evenings during the school year and has a summer component as well. This program offers a parent component to help to provide the parents with knowledge and resources to help in the parenting of high risk adolescents. The partnership between NSCC and Marshall will continue into the school year 2012-13.

Finally, Marshall joined forces with the nonprofit program entitled, College for Every Student (or CFES). This program reaches into high schools and middle schools and works with students to increase their opportunity to attend college. Each of the schools involved is partnered with a local college to help to facilitate access to college life. The program met weekly with field trips to four different colleges and provided other activities that encouraged leadership development. Also, CFES helped to facilitate a mentoring program/partnership between Lynn English High School and Marshall Middle School. The CFES program will continue into the school year 2012-13 and is expected to expand.