

**Thurgood Marshall Middle School**

**School Improvement Plan 2014 - 2015**

**PIM Team**

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**Rania Caldwell - Curriculum Specialist**  
**Ann Dean – Math Teacher**  
**William Donadoni-Special Ed. Teacher**  
**Stephanie Doucette – Vice Principal**  
**Megan Franco –Vice Principal**  
**Rachel Keaney – Science Teacher**  
**Heather Fontaine – SEI Math Teacher**  
**Meghann Price- ELA Teacher**  
**Kyle Shurtleff – Science Teacher**  
**Oliver Toomey-Special Ed. Teacher**

**School Council Members**

**Dr. Richard Cowdell-Principal**  
**Ms. Judy Harrington – Teacher**  
**Brian O’Connell – Teacher**  
**Kyle Shurtleff - Teacher**  
**Ms. Yohanny Castillo - Parent**  
**Ms. Dawn Perry – Parent**  
**Ms. Katrina Quinones - Parent**  
**Ms. Ann Marie Raymond – Parent**  
**Ms. Cleo Hereford – Community Member**

## EXECUTIVE SUMMARY

### School Profile and Demographics

Thurgood Marshall Middle School is an urban middle school that serves 957 students. Our student population is very high minority (87%) and comes primarily from low socio-economic backgrounds (95%). Our school is one of two middle schools in the system with an English Language Learner (ELL) program, so it is understandable that 15% of our students are English Language Learners (ELL) and 64% of our students' first language is not English. The majority of the students (65%) are Hispanic. 17% of our students are enrolled in special education programs. 97% of our students are considered "High Needs" by the DESE classification system.

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Thurgood Marshal	957	12.4	6.8	64.5	0.1	12.6	3.6	63.7	15.3	94.6	17	96.7
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

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; three clusters for grade 6; one cluster that was a combination of grade 7 and 8; a multi-grade Sheltered English Immersion (SEI) cluster for our English Language Learner (ELL) students; and a cluster for our Life Skills students. With the exception of the Life Skills cluster, all clusters service an average of 103 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. This year's focus was the implementation of a "gradual release of responsibility" (GROR) approach in all classrooms. This approach consciously moves the cognitive load and activity engagement from the teacher to the students. There is a purposeful collaborative piece embedded in lessons that require the students to work together, sharing their academic strategies and conclusions, debating with each other when they are not in agreement. The teacher is the facilitator of this struggle and helps to guide the students to reach new levels of learning. There is an independent piece that follows the collaborative piece to allow the teacher to individually assess the learning of each student. Other areas of focus this school year have been:

- Other Instructional Improvement
  - Framing the Learning (connecting the lesson to other recent lessons/ real life use/ essential questions)
  - Posting and using standards-based, transparent, measurable objectives (written with student-friendly wording) to guide and assess the learning in each lesson
  - Increasing engagement with an interesting "hook"
  - Allowing time at the end of each lesson to assess and process the learning

- Our RtI program transformed this year to cluster-based and assigned. This school-wide initiative utilizes data to identify students who need additional support on specific standards in ELA, math and this year we expanded to science. 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 GROR, test-taking strategies, and content-specific PD. Math PD was provided by the district through two different consultants. Additionally, district math coaches provided monthly meetings for each grade level, that were well-received by the teachers as supportive and directly able to be utilized in their classrooms. Reading teachers received PD from two reading consultants, focusing on improving student open response answers. Science teachers received PD from the district director of science, focusing on analyzing data from the science MCAS and the current Know Atom curriculum. They then worked to address any standards that appeared to be needing to be supplemented. ELA teachers received PD from two different consultants.
- Culturally, the school continues to do well. This year, the school was recognized at the state level by the WAZ program as a “success story” for an urban middle school. Specifically, the data showed that the students and staff of Marshall rate the school exceptionally high in the area of safety and positive learning environment. The students reported in very high numbers that they feel supported by the staff and that they have at least one person that they would go to, if they were having any type of problem. Anti-bullying assemblies, a formal pledge and signing of a banner opposing bullying, has become an annual tradition, culminating with each student being awarded a rubber bracelet in school colors, reminding them that “mustangs” don’t bully. Our advisory program was re-invigorated by the advisory committee, with resources provided to help teachers to reach all students. Our core values of DREAM (dignity, respect, effort, attitude and motivation) continued to be a focus with a monthly “Student of the Month” breakfast offered to recognize those students who are exemplars. The student leader program continued with 8<sup>th</sup> grade students selected to the program, based on their role modeling behaviors.

Marshall has consistently attracted a very dedicated staff, committed to meeting the needs of the students and their families. They are often available beyond their teaching contractual commitments, 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 ecstatic to see the results of a local referendum that approved the construction of a new Marshall Middle School that will open tentatively in September of 2016, with 80% funding of the new school building through the Massachusetts School Building Authority.

## Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency was replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points.

### PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	76.5	74.2	80.4	75.1	50	Improved Below Target	0	0
Math	55.3	54.7	62.8	52.8	25	No Change	0	0
Science	49.7	44.4	58.1	41.6	0	Declined	0	0

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	42.5	43	42	50	Below Target
Math	51	40	32	26	0	Below Target

<b>Accountability and Assistance Level- Level 3</b>
<b>Cumulative PPI (all students)- 37</b>

### MCAS Results

The following charts show the percentage of Thurgood Marshall students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the MCAS grades 6-8 math test, and the grades 6-8 English language Arts (ELA) test.

Grade 6 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	4	5	32	34	38	36	25	25
2013	4	4	40	40	33	33	24	23

Grade 6 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	4	9	23	30	40	34	32	26
2013	3	7	21	28	35	34	40	32

Grade 7 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	2	4	43	46	33	33	23	18
2013	3	3	43	45	35	37	19	15

Grade 7 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	1	5	10	16	39	38	50	40
2013	2	3	12	17	33	37	53	43

Grade 8 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>								
<b>2004</b>								
<b>2005</b>								
<b>2006</b>	1	3	39	49	41	36	19	13
<b>2007</b>	1	3	37	52	39	32	23	12
<b>2008</b>	2	4	43	56	35	29	19	11
<b>2009</b>	2	4	49	57	26	25	23	14
<b>2010</b>	7	5	52	56	24	25	17	13
<b>2011</b>	3	6	56	57	25	25	16	12
<b>2012</b>	3	5	49	54	27	25	21	16
<b>2013</b>	1	6	46	51	31	25	22	18

Grade 8 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>	2	3	11	14	26	32	61	52
<b>2004</b>	1	6	11	17	31	35	57	42
<b>2005</b>	0	4	6	16	31	36	63	44
<b>2006</b>	0	4	10	18	29	30	61	48
<b>2007</b>	2	7	8	16	27	32	63	45
<b>2008</b>	2	7	12	22	22	30	64	41
<b>2009</b>	3	8	16	20	24	30	56	42
<b>2010</b>	10	8	17	22	27	32	46	39
<b>2011</b>	4	9	14	21	37	32	46	39
<b>2012</b>	2	6	13	22	31	30	53	42
<b>2013</b>	2	10	14	20	29	30	55	40

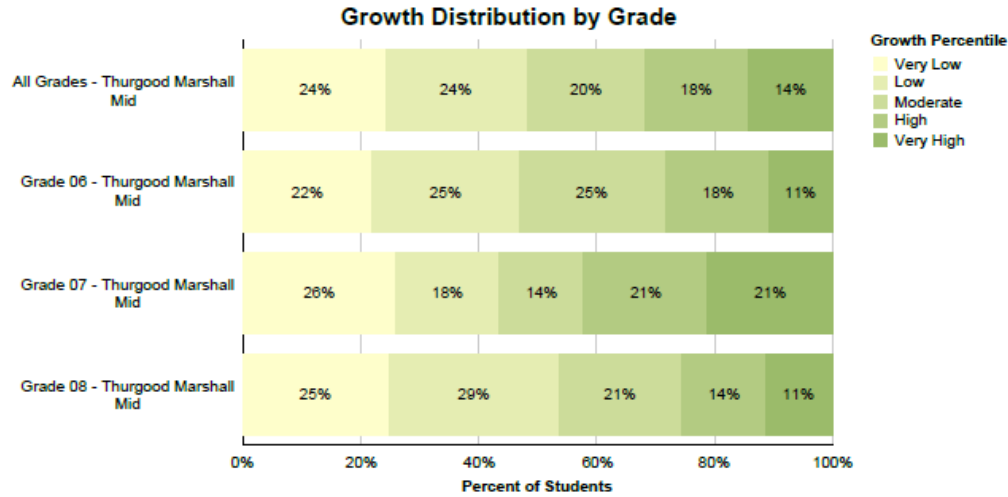
## Student Growth Percentile by School and Grade

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.



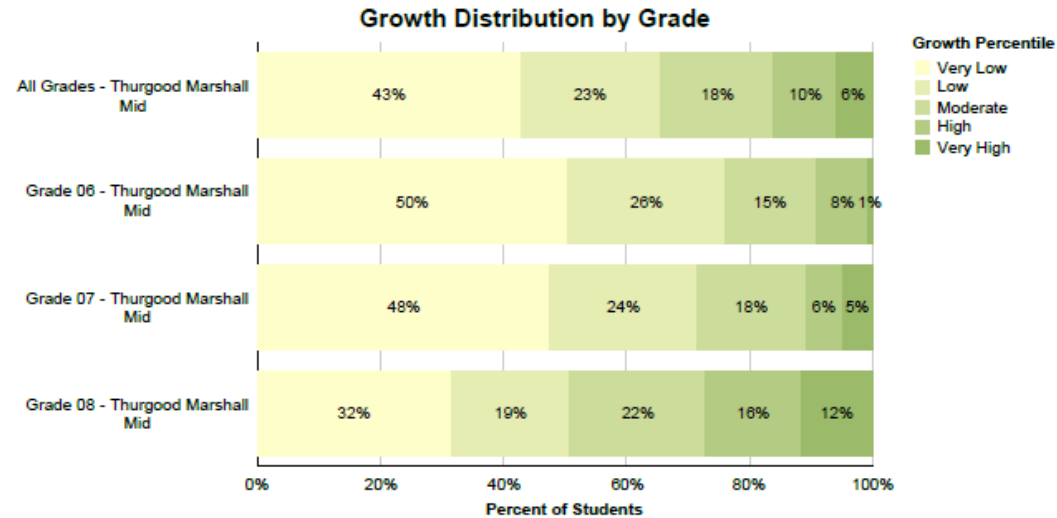
### Spring 2013 MCAS School Growth Distribution English Language Arts

District: Lynn  
Subject: 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.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Thurgood Marshall Mid	189	186	155	137	111	42.0	778	46	898
Grade 06 - Thurgood Marshall Mid	56	63	63	45	27	43.5	254	44	295
Grade 07 - Thurgood Marshall Mid	65	44	35	53	53	49.0	250	45	288
Grade 08 - Thurgood Marshall Mid	68	79	57	39	31	37.0	274	47	315



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Thurgood Marshall Mid	334	178	143	79	46	26.0	780	18	900
Grade 06 - Thurgood Marshall Mid	128	65	38	21	2	20.0	254	24	294
Grade 07 - Thurgood Marshall Mid	119	60	44	15	12	22.0	250	14	290
Grade 08 - Thurgood Marshall Mid	87	53	61	43	32	40.0	276	16	316



## Implementation Summary of SY 2013-2014 School Improvement Plan

Measurable Goals	Strategies	Implementation Status/Results
<p>1. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable (1-3). Narrowing proficiency gaps in ELA, math and science, (4-5). Growth in ELA and mathematics. <b>(Students will be able to apply multiple strategies to assist them in comprehending non-fiction texts and in solving mathematical problems.)</b></p>	Teachers will implement a data-focused approach in all instruction.	Partial implementation: teachers are more often using formative assessment and data from quarterly assessments to refine their instruction. More consistent use of formative data is required.
	Standard-based units and lessons, including rigorous common unit assessments will be developed and administered every 6 to 8 weeks.	Partial implementation: Math, Science and Social Studies have developed unit assessments. ELA is expected to have their unit assessments complete for next school year.
	Results of common assessments will be used to assign students to RTI and evaluate progress.	Partial implementation: Common assessments are generally used to assign students to RtI, but more work is needed on evaluating progress.
	Reading teachers will implement a tiered instructional approach, focusing on common core standards.	Not implemented. Teachers continue to use primarily whole class activities and lessons.
<p>2. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable (1-3). Narrowing proficiency gaps in ELA, math and science, (4-5). Growth in ELA and mathematics. <b>(Students will succeed in grade level literacy and math assignments.)</b></p>	Teachers will implement a data-focused approach in all instruction/intervention.	Partial implementation: teachers are more often using formative assessment and data from quarterly assessments to refine their instruction. More consistent use of formative data is required.
	Standard-based units and lessons, including rigorous common unit assessments will be developed and administered every 6 to 8 weeks.	Partial implementation: Math, Science and Social Studies have developed unit assessments. ELA is expected to have their unit assessments complete for next school year.
	Results of common assessments will be used to assign students to RTI and evaluate progress.	Partial implementation: Common assessments are generally used to assign students to RtI, but more work is needed on evaluating progress.
	A (basic skills) “boot camp” will be run, targeting incoming grade 6 students who have been identified by their 5 <sup>th</sup> grade math teachers as having a weakness in basic skills.	Partial implementation: although a summer program was offered to grade 5 students, it lost fidelity due to lack of enrollment. To salvage the program, the camp was opened up to a less targeted population and to current 6 <sup>th</sup> grade students.

Measurable Goals	Strategies	Implementation Status/Results
<p>3. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, math and science, (4-5) Growth in ELA and mathematics. <b>(Student will behave in a way consistent with the core values of the school at all times.)</b></p>	<p>Staff will implement the CHAMPS approach for developing positive relationships with students, parents and colleagues.</p>	<p>Implemented. CHAMPS language and approach are consistently seen across the building.</p>
	<p>The school will continue to focus on recognizing and rewarding positive behaviors demonstrated by the student population. Appropriate behavior will be acknowledged and rewarded school wide... organized by the cluster leaders.</p>	<p>Implemented. Student of the Month breakfast recognizes students who are exemplary in following our core values. Students are recognized during announcements for positive behaviors. Clusters reward students who are exemplary and offer whole cluster goals and rewards.</p>
	<p>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.</p>	<p>Implemented. Advisory Committee organized a digital file of resources of topics and activities that allowed the teacher an easy to use resource. Thursday (independent work day) was used to allow the advisors individual conferences with students on a regular basis.</p>
	<p>Student Leader program will continue to recognize students who have been nominated by their cluster teachers as role models for other students in following the DREAM consistently.</p>	<p>Student leader program continued as an 8<sup>th</sup> grade UA course. Also, at the 7<sup>th</sup> grade level, a “Step up to Middle School” program was run with selected 7<sup>th</sup> graders used as mentors for grade 5 students who will be entering Marshall next year.</p>
<p>4. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable (1-3). Narrowing proficiency gaps in ELA, math and science, (4-5) Growth in ELA and mathematics. <b>(Students will be familiar with STEM procedures, including the scientific process to successfully solve problems in science, technology and engineering.)</b></p>	<p>Teachers will implement a data-focused approach in all instruction/intervention.</p>	<p>Partial implementation: teachers are more often using formative assessment and data from quarterly assessments to refine their instruction. More consistent use of formative data is required.</p>
	<p>Standard-based units and lessons, including rigorous common unit assessments will be developed and administered every 6 to 8 weeks.</p>	<p>Partial implementation: Math, Science and Social Studies have developed unit assessments. ELA is expected to have their unit assessments complete for next school year.</p>
	<p>Results of common assessments will be used to assign students to RTI and evaluate progress.</p>	<p>Partial implementation: Common assessments are generally used to assign students to RTI, but more work is needed on evaluating progress.</p>
	<p>The “Know Atom” science program will be implemented with fidelity across all three grade levels.</p>	<p>Partial implementation: The program was being implemented with fidelity until the end of the second quarter. At that time, the program was reviewed for alignment with CCSS and found to be lacking in several areas. Also, there appeared to be some topics that were included in Know Atom that are not included in middle school standards. Therefore, there was a conscious effort to reduce these areas and supplement the missing areas of the curriculum with explicit instruction.</p>

## **SY 2014-2015 School Improvement Plan**

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2014-2015 is:

**To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

### **Data Analysis-Strengths and Weaknesses**

**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 allow them to achieve success on the common core state standards in literacy, math, social studies, and science/technology.

## Thurgood Marshall Middle School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable (1-3). <u>Narrowing proficiency gaps in ELA, math and science, (4-5). Growth in ELA and mathematics.</u>
Identified Student Weakness	The ability to apply multiple literacy strategies to aid in comprehending high level text across all content areas.
Student Learning Objective	Students will be able to apply multiple strategies to allow them to achieve success on the common core state standards in literacy, math, social studies, and science/technology.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
All teachers will gain skills in instruction through PD provided by the district and the school. The PD will focus on best practices in instruction (including DESE Continuum of Teaching and Learning); PD will take place in the summer, on PD days, and throughout the year via faculty meetings and content collaboration PD days.	8/2014 – 6/2015	Summer instructional academy offered to all teachers focusing on instruction; Year-long focus on DESE Continuum of Teaching & Learning	Attendance sheets, formative and summative assessments.
ELA, Social Studies, Science and Reading teachers will be given differentiated, intensive, group and individual coaching focusing on literacy instruction, to improve their ability to help challenge students at a rigorous, yet attainable level.	9/2014 – 6/2015	ELA coach; peer observations, video recording of instruction for coaching purposes.	Coaching logs
Math teachers will be given intensive, group and individual coaching, focusing on math instruction, to improve their ability to help challenge students at a rigorous, yet attainable level.	9/2014 – 6/2015	Math coach; peer observations, video recording of instruction for coaching purposes.	Coaching logs
Building administrators will increase the frequency of announced and unannounced observations with accompanying feedback to assist teachers and coaches in being able to identify specific areas of strength and target areas for improvement.	9/2014 – 6/2015	Schedule to be created that will allow observations to occur w/o sacrificing building supervision.	Observation logs and coaching referrals;
Use of data from formative and summative assessments to identify those students needing additional help.	9/2014 – 6/ 2015	Academic Support Specialist; Unit and quarterly assessment data	Teacher, coach and academic support specialist records of data analysis and conclusions.
A menu of interventions will be provided to targeted students (based on data) in literacy, math and science/technology.	9/2014 – 6/2015	RtI; Tutoring; Saturday School; Vacation Camps; Peer tutoring	Pre and post test data for each intervention

## Parent and Community Involvement

In an effort to ease the transition to middle school, new students and their parents were invited to a spring orientation session, where they were introduced to the administration and several teachers. Also, a power point and a video were presented, introducing them to the school and its policies, as well as providing background information on Justice Thurgood Marshall. After which, tours of the school were provided by current 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Marshall Students. This orientation process will be offered again at the end of the summer. Also, the principal and several current 6<sup>th</sup> grade students visit 5<sup>th</sup> grade classes at all feeder schools to ease the 5<sup>th</sup> graders' apprehension about the move to middle school.

In an effort to increase parent involvement / engagement in the school, we piloted a program called, "Academic Parent Teacher Teams (APTT) in one of the sixth grade clusters. Through this program, the teachers presented data that showed the parents exactly where their child scored in a data array on a specific skill. The teachers then taught (and practiced with) the parent, specific practice drills that they could do with their child. The parents then were given six weeks to work with their child on the drills. Then, at the next APTT meeting, results were shared with the parents. Feedback was very positive from parents and teachers alike. For this reason, the plan is to expand the program to the entire sixth grade and to one 7<sup>th</sup> grade cluster for next year.

This year Marshall (along with the entire district) participated in a parent survey and the results show both strengths and weaknesses of the school in the eyes of the parents who completed the survey. The data were just returned to us and the plan is to use the data to improve our relationship with our 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 was used to establish Project Yes, a program that serves 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. Although the funding expired at the end of last school year, the district recognized the impact of the program and decided to fund it.

Finally, Marshall again 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 2014-15 and is expected to expand.