

Thurgood Marshall Middle School

**School Improvement Plan
May / June 2013**

PIM Team

Dr. Richard Cowdell-Principal
Rania Caldwell - Curriculum Specialist
William Donadoni-Special Ed. Teacher
Stephanie Doucette – Vice Principal
Timothy Ferrari- ELA Teacher
Megan Franco –Vice Principal
Vivian Gaines-Social Studies Teacher
Kerry Hayward – ELL CIT
Rachel Keaney – Science Teacher
Colleen McGuinness – ELA Teacher
Renee Philbrook – Math Coach
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. 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 973 students. Our student population is very high minority (87%) 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 16% of our students are Limited English Proficient (LEP) and 63% of our students' first language is not English. The majority of the students (64%) are Hispanic. 18% of our students are enrolled in special education programs.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Thurgood Marshall	973	13.2	6.7	63.6	0.2	13.1	3.3	63.4	16.4	93.5	17.6	95.9
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

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 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 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.

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 will be 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. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	76.5	78.5	74.2	25	No Change	0	0
Math	55.3	59	54.7	25	No Change	0	0
Science	49.7	53.9	44.4	0	Declined	0	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	42.5	43	50	Below Target
Math	51	40	32	25	Below Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 49

MCAS Results

The following charts show the percentage of Thurgood Marshall's students in Advanced, Proficient, Needs Improvement, and Warning, for the past eleven 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
2012	4	5	32	34	38	36	25	25

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
2012	4	9	23	30	40	34	32	26

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
2012	2	4	43	46	33	33	23	18

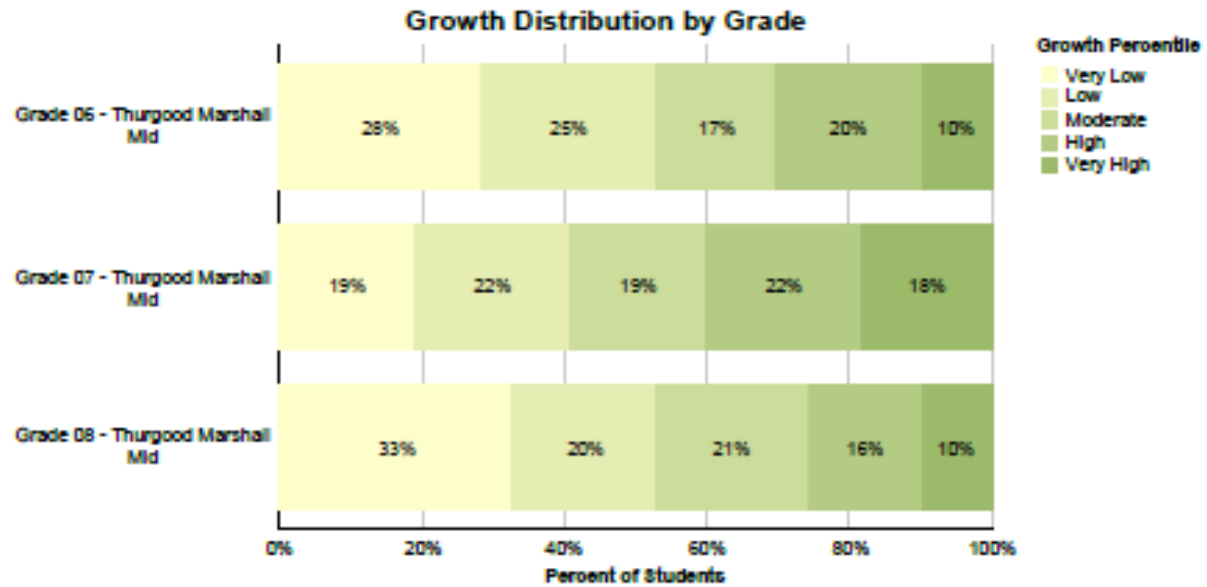
Grade 7 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	3	4	12	16	31	36	54	44
2007	3	4	13	24	32	36	52	36
2008	2	5	13	20	31	33	53	42
2009	7	5	18	20	29	34	46	40
2010	1	4	18	26	34	31	46	39
2011	3	7	17	22	30	30	50	42
2012	1	5	10	16	39	38	50	40

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
2012	3	5	49	54	27	25	21	16

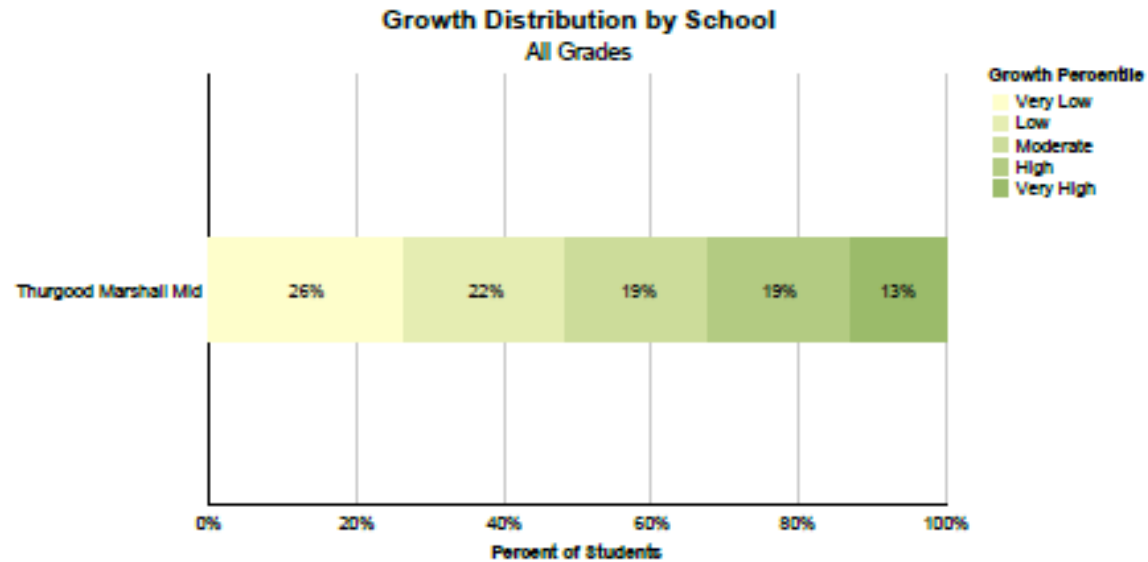
Grade 8 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	2	7	9	31	31	60	58
2003	2	3	11	14	26	32	61	52
2004	1	6	11	17	31	35	57	42
2005	0	4	6	16	31	36	63	44
2006	0	4	10	18	29	30	61	48
2007	2	7	8	16	27	32	63	45
2008	2	7	12	22	22	30	64	41
2009	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
2012	2	6	13	22	31	30	53	42

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.

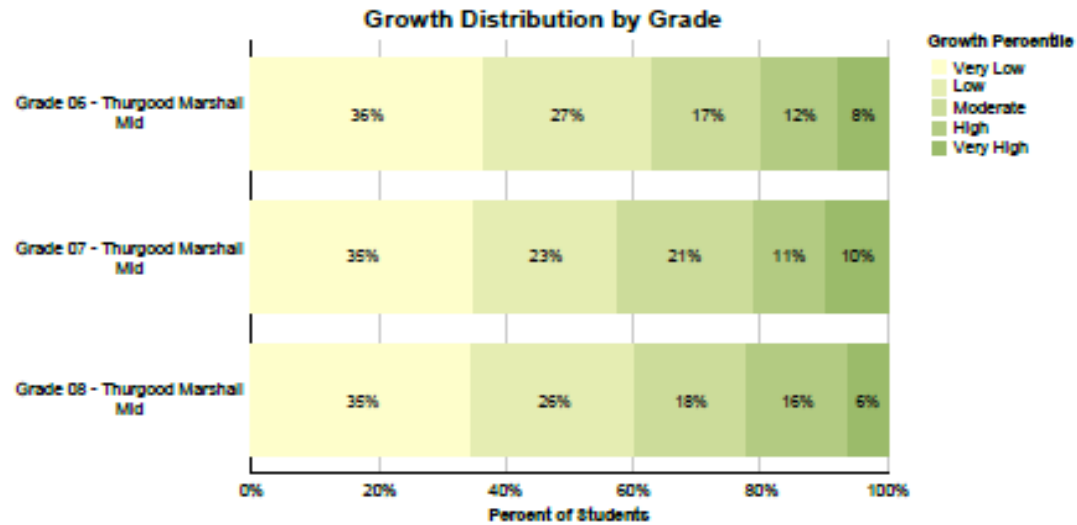


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 06 - Thurgood Marshall Mid	69	60	41	50	24	37.5	244	36	281
Grade 07 - Thurgood Marshall Mid	50	57	51	57	48	52.0	263	44	304
Grade 08 - Thurgood Marshall Mid	80	49	52	39	24	37.0	244	52	291

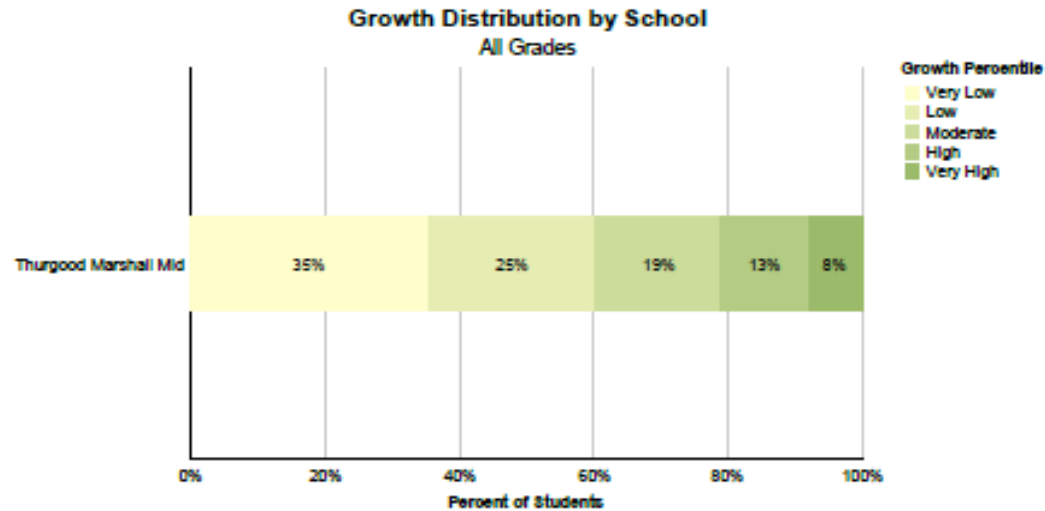


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Thurgood Marshall Mid	199	166	144	146	96	43.0	751	44	876



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 06 - Thurgood Marshall Mid	89	65	42	29	19	32.0	244	28	281
Grade 07 - Thurgood Marshall Mid	93	60	57	30	26	34.0	266	11	307
Grade 08 - Thurgood Marshall Mid	85	63	43	39	15	31.0	245	15	292



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 (Perf. Level)
Thurgood Marshall Mid	257	188	142	98	60	32.0	755	18	880

Implementation Summary of 2012-2013 School Improvement Plan

The following chart gives the goals from Thurgood Marshall's 2012 - 2013 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 increase the number of students scoring "advanced" by 10% from the previous year MCAS results in both ELA and Math	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.	Not implemented.
	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.	Partial implementation; subjective placement in RTI classes based on class teacher and use of student grades.
	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.	Full implementation. Good start, however, more common assessments with rigor need to be implemented.
	Standard-based lesson plans utilizing small group approach will continue to be completed by all teachers.	Partial implementation. Lesson plans are being done, yet not necessarily focusing on small group instruction.
	Data focused content collaboration will be implemented by curriculum staff, with a goal of releasing responsibility to teachers in each collaboration group.	Partial implementation.
	Walk through visits will monitor structure of lesson plan and frequency of small group instruction.	Partial implementation. Inconsistency in walk throughs due to other administrative obligations.
2. To decrease the number of students scoring "Warning/Failing" by 10% from the previous year MCAS results in both ELA and Math.	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).	Not implemented. April implementation of math boot camp extended day.
	RTI will continue this year. Curriculum staff will work	Partial implementation; subjective placement in RTI classes based on

	with lead teachers to create, administer and analyze monthly assessments that will lead to RTI groups in both ELA and Math.	class teacher and use of student grades.
	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.	Not implemented.
	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.	Full implementation. Good start, however, more common assessments with rigor need to be implemented.
	Professional development will be targeted to provide teachers with tools for challenging students at their current levels with a focus on small group instruction.	Not implemented.
	Lesson plans indicating small group approach will continue to be completed by all teachers.	Partial implementation. Lesson plans are being done, yet not necessarily focusing on small group instruction.
	Walk through visits by principal, vice principal, curriculum specialist will allow monitoring the structure of lesson plan and frequency of small group instruction.	Partial implementation. Inconsistency in walk throughs due to other administrative obligations.
3. All students will establish a trusting and respectful relationship towards self, staff and other students.	Staff will implement the CHAMPS approach for developing positive relationships with students, parents and colleagues.	Partial implementation. Strong teacher attendance and initial implementation. Less as the year has gone on. Lack of walk through observations could be the cause.
	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.	Partial implementation. CHAMPS certificates were consistently awarded through 2 nd quarter.
	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.	Full implementation. Some concerns regarding lack of guided curriculum and time allotted for preparation and planning.

<p>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.</p>	<p>Identified students will be provided additional behavioral support to minimize out-of-class time and increase positive engagement.</p>	<p>Partial – referral to RTI was originally data based, but became more anecdotal. No analysis of effectiveness of the system.</p>
	<p>Teachers will effectively escort/ monitor students in hallways between classes.</p>	<p>Full implementation</p>
	<p>Teachers will teach and reinforce appropriate behaviors to be used by students in the common areas of school (cafeteria, hallways and auditorium).</p>	<p>Full implementation.</p>
	<p>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.</p>	<p>Partial implementation. Teachers become occupied and often are not present after school.</p>
	<p>School social worker and guidance counselors will monitor and follow-up on attendance patterns of repeat offenders to improve student tardiness and absenteeism.</p>	<p>Partial Implementation. Cluster clerks recently took over responsibility of monitoring tardy and absence issues.</p>

SY 2013-2014 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 2013-2014 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.

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 assist them in comprehending non-fiction texts.
- Students will be able to apply math operations to grade level problems.
- Students will behave in a way consistent with the core values of the school at all times.
- Students will be familiar with STEM terms and procedures to successfully solve problems in science, technology and engineering.

Thurgood Marshall Middle School SY 2013/2014 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). Narrowing proficiency gaps in ELA, math and science, (4-5). Growth in ELA and mathematics.
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
Teachers will implement a data-focused approach in all instruction.	9/2013 – 6/2014	PD will be provided through PD day, faculty meetings and content collab to guide teachers in gathering and using data for instruction, assessment and intervention.	PD attendance records; faculty meeting agendas/attendance records; content collab agendas/attendance records; lesson plans.
Standard-based units and lessons, including rigorous common unit assessments will be developed and administered every 6 to 8 weeks.	9/2013 – 6/2014	Content Collab will be used as time for teachers to create and analyze units/lesson plans.	Content Collab attendance records; copies of unit common assessments; data; lesson plan review records.
Results of common assessments will be used to assign students to RTI and evaluate progress.	9/2013 – 6/2014	Cluster leader use of data for assessment and analysis of intervention.	Data from cluster leaders' data analysis.
Reading teachers will implement a tiered instructional approach, focusing on common core standards.	9/2013 – 6/2014	Tiered instructional materials purchased; PD provided to teachers prior to SUY 2013-14.	Lesson plans, data records, walk through observations.

Thurgood Marshall Middle School SY 2013/2014 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) Narrowing proficiency gaps in ELA, math and science, (4-5) Growth in ELA and mathematics.
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
Teachers will implement a data-focused approach in all instruction/intervention.	9/2013 – 6/2014	PD will be provided through PD day, faculty meetings and content collab to guide teachers in gathering and using data for instruction, assessment and intervention.	PD attendance records; faculty meeting agendas/attendance records; content collab agendas/attendance records; lesson plans.
Standard-based units and lessons, including rigorous common unit assessments will be developed and administered every 6 to 8 weeks.	9/2013 – 6/2014	Content Collab will be used as time for teachers to create and analyze units/lesson plans.	Content Collab attendance records; copies of unit common assessments; data; lesson plan review records.
Results of common assessments will be used to assign students to RTI and evaluate progress.	9/2013 – 6/2014	Cluster leader use of data for assessment and analysis of intervention.	Data from cluster leaders' data analysis.
A (basic skills) “boot camp” will be run, targeting incoming grade 6 students who have been identified by their 5 th grade math teachers as having a weakness in basic skills.	Summer 2013	Title 1 funding; computerized instruction to supplement classroom instruction; rewards and incentives.	Attendance records; pretest and posttest measures.

Thurgood Marshall Middle School SY 2013/2014 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). Narrowing proficiency gaps in ELA, math and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Although many of the students follow the Marshall core values of D.R.E.A.M. (Dignity, Respect, Effort, (positive) Attitude, Motivation), we recognize that there is still room for improvement in creating a positive, mutually respectful educational environment. There continues to be a lack of respectful rapport and trust in student-staff relationships.
Student Learning Objective	Student will behave in a way consistent with the core values of the school at all times.

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 school wide... organized by the cluster leaders.	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 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.	Beginning in September and continuing until May.	UA Class assigned and after school component added.	Teacher/student surveys, progress reports, report cards.

Thurgood Marshall Middle School SY 2013/2014 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). Narrowing proficiency gaps in ELA, math and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Student MCAS science scores indicate a
Student Learning Objective	Students will be familiar with STEM procedures, including the scientific process to successfully solve problems in science, technology and engineering.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will implement a data-focused approach in all instruction/intervention.	9/2013 – 6/2014	PD will be provided through PD day, faculty meetings and content collab to guide teachers in gathering and using data for instruction, assessment and intervention.	PD attendance records; faculty meeting agendas/attendance records; content collab agendas/attendance records; lesson plans.
Standard-based units and lessons, including rigorous common unit assessments will be developed and administered every 6 to 8 weeks.	9/2013 – 6/2014	Content Collab will be used as time for teachers to create and analyze units/lesson plans.	Content Collab attendance records; copies of unit common assessments; data; lesson plan review records.
Results of common assessments will be used to assign students to RTI and evaluate progress.	9/2013 – 6/2014	Cluster leader use of data for assessment and analysis of intervention.	Data from cluster leaders' data analysis.
The “Know Atom” science program will be implemented with fidelity across all three grade levels.	9/2013 – 6/2014	Know Atom program and resources.	Know Atom curriculum evidenced by walk through visits.

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 6th, 7th and 8th grade Marshall Students. This orientation process will be offered again at the end of the summer. Also, the principal and several current 6th grade students visit 5th grade classes at all feeder schools to ease the 5th graders' apprehension about the move to middle school.

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.

This year Marshall (along with the entire district) participated in a parent survey and we are awaiting the results to assist us in improving our parent outreach.

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.

Marshall Leadership Team suggested and implemented the first "Mustang Award" which was to be given to Mr. Thomas Reddy. The award is to be given at least annually to a member of the community who has positively impacted the Marshall School. Mr. Reddy is a long time crossing guard who greets our students each morning.

Finally, this year we had a school council that met regularly and had input into the development of this plan. Thank you to all of the members who donated their time to help us improve!