

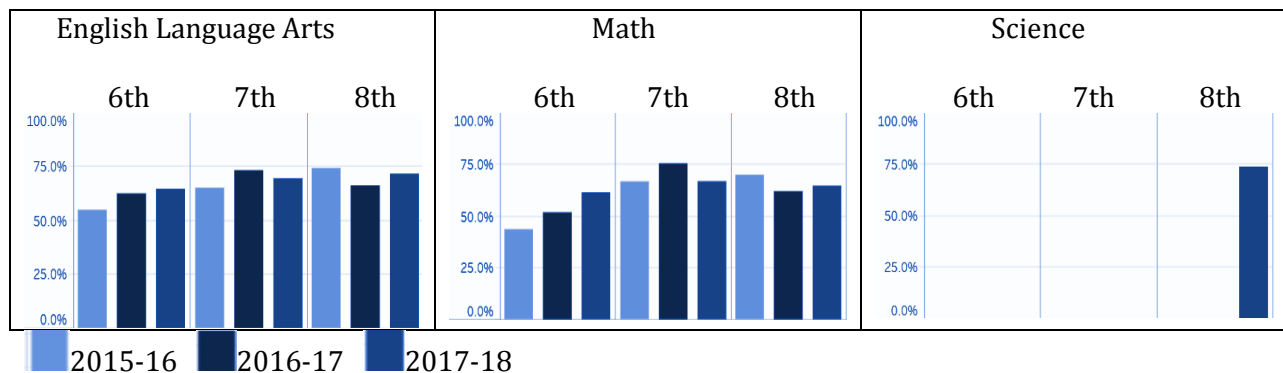
2018-19

Marshall MS

School Improvement Plan

Enrollment	385
Free/Reduced Lunch	36.6%
Special Services	13.5%
English Learners	2.8%
Unexcused Absence Rate	1.422%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
6 th	54.6%	62.2%	64.4%
7 th	64.8%	72.7%	68.8%
8 th	73.8%	65.9%	71.3%

Math

GL	2015-16	2016-17	2017-18
6 th	43.3%	51.4%	61.2%
7 th	66.3%	74.6%	66.1%
8 th	69.3%	61.4%	64.2%

Science

GL	2015-16	2016-17	2017-18
6 th	---	---	---
7 th	---	---	---
8 th	---	---	73.1%

COMMUNICATION GOALS:

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

- Emails, texts, phone calls, and/or written notes home.
- Returning phone messages and replying to emails within 24 hours.
- Hosting Curriculum Night in September 2018.
- Positive office referrals that include parent/guardian contact.
- Updated school website managed by the teacher-librarian.
- Administrator's school "News you can Use" monthly messages (phone, email, website) regarding school events.
- School reader board.
- Use of Skyward Message Center, automated phone system and/or teacher websites /newsletters.
- Monthly parent/guardian meetings (MCC and CSI Marshall).
- Encourage parent/guardian volunteers: student store, school events and participation in programs.

- Student-led, arena style conferences during October conference week that involve every family.
- Performances and presentations (Veteran's Day Assembly and MLK Assembly) when community is invited.
- Submissions to district newsletter, local newspapers and organizations.
- Quarterly Mustang Awards.
- Monthly Character Trait Awards.
- Use of student planner as a communication tool between school and home regarding student assignments.
- Use of Schoology to post notes, links, assignments, grades, etc. as a communication link between school and home.
- Conduct our third annual school-wide Martin Luther King Day of Service.
- Physical education lifelong skills activities working with professionals in the community including martial arts and golf.
- Bringing in guest speakers for our science content classes.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

ELA:

- Students will demonstrate proficiency in answering text-dependent questions for both informational and literary texts.
- All students will show one level of growth on the writing rubric from an initial assessment by December 15, 2018 to a final assessment by June 1, 2019.

Strategies:

- Creation of a common writing rubric by November 8, 2018.
- Creation/use of common formative assessments.
- PLC collaboration on Wednesdays to share data/scored formative assessments.
- Use of core/flex time to differentiate instruction.
- Continue to use Dylan William's "Embedding Formative Assessment" strategies to increase engagement, critical thinking and achievement.

ELA SPED

- Special education students will demonstrate proficiency in answering text-dependent questions for both informational and literary texts.
- Special education students will show one level of growth on the writing rubric from an initial assessment by December 15, 2018 to a final assessment by June 1, 2019.

ELA POVERTY

Low-income students will demonstrate proficiency in answering text-dependent questions for both informational and literary texts. They will show one level of growth on the RATES rubric from an initial assessment by December 15, 2018 to a final assessment by June 1, 2019.

MATH ACHIEVEMENT GOALS:

On the spring 2019 Measure of Academic Progress (MAP) for mathematics, all grade levels will have 100% of their students achieve their projected growth goals from spring 2018 to spring 2019.

Strategies:

- Continue utilizing ALEKS.com and KEMS program for students with IEPs and in Learning Assistance Program classes (LAP).
- Continue to use core/flex time to assist student gains.
- Continue to use Dylan William's "Embedding Formative Assessment" strategies to increase engagement, critical thinking and achievement.
- Collaboration with district and building peers to optimize implementation of Illustrative Math Curriculum.

- Further integrate technology as part of instruction.
- Continue attendance at district level math trainings as offered.
- Working through PLC's cross district to develop common assessments, as well as common assessment criteria.

MATH SPECIAL EDUCATION

The math special education goal is to increase the number of students with IEPs reaching their expected student growth goals by 5% on the Measure of Academic Progress (MAP) as compared to the 2018 data.

MATH POVERTY

The math poverty goal is to increase the number of students meeting the expected growth by 4% as measured on the Measure of Academic Progress (MAP) as compared to the 2018 data.

SCIENCE ACHIEVEMENT GOALS:

All students will increase one (1) level (on a standards based scale) by the end of April 2018 on each part of the teacher-created, common rubric for data analysis.

Strategies:

- Collaborate with science team for PLC.
- Develop a common rubric to assess data analysis.
- Develop a common formative assessment for data analysis.
- Use student samples to calibrate scoring.
- Align science curriculum with NGSS.
- Align Science World magazine readings to Common Core reading/writing standards.
- Provide field investigation opportunities for all grade levels in order to make science relevant and meaningful to all students.
- Collaborate with community resources to connect students to real-life scientists (guest speakers).
- Design assessments using question types the students will encounter on the WCAS.

SCIENCE SPECIAL EDUCATION

All students will increase one level (on a standards based scale) by the end of April 2019, on each part of the rubric for data analysis.

SCIENCE POVERTY

All students will increase one level (on a standards based scale) by the end of April 2019, on each part of the rubric for data analysis.

PROFESSIONAL GROWTH GOALS:

- Teachers will embark on year two of our PLC journey!
- Teachers will continue to collaborate in content-alike, vertical Professional Learning Communities.
- Specifically, they will meet three to four times per month to do the work of PLCs: Set norms, identify essential standards, teach a guaranteed and viable curriculum, develop and deliver common formative assessments, meet to discuss assessment data, and implement RTI by student, by standard.
- Our Guiding Coalition will meet monthly to monitor PLC progress and analyze each PLC's products.
- During our staff retreat in August 2018 we will also:
 1. Deepen and broaden our understanding of history, culture, power, and economics as propagating white identity formation and spreading the reinforcement of white culture as superior.
 2. Learn to recognize systemic and structural racism.
 3. Analyze our own race stories.
 4. Analyze Marshall's academic and discipline data to identify gaps.

5. Create personal action plans that define next steps.
- We will use this information to inform classroom relationships and strategies when working with all children but particularly students of color.
 - We will also use action plans to inform next steps, whether a book study, practice scenarios during staff meetings, or focus groups.

SAFETY GOALS:

- ALICE training provided to all staff, students and parents.
- All staff members are trained in HIB boundaries, mandatory reporting, medication administration, life-threatening allergies, diabetes and use of Epi-pens.
- Safety/PBIS team will meet monthly to review SWIS data, ensuring fidelity with the continued implementation and refinement of school-wide PBIS.
- Conduct, evaluate, announced/unannounced, and refine monthly Level 1 drills.
- Level 1 and Level 2 safety plan instruction packet provided for every para and guest teacher.
- Conduct annual inventory and update First Aid bags in all Level 2 emergency bins.
- AED centrally located.
- Large group of staff trained in First Aid and CPR.
- SRO presentation on Internet Safety, HIB, Sexting. Increased SRO positive presence.
- PBIS expectations clearly posted in all common areas.
- Annual (fall/spring) HIB survey, connectedness survey and school culture/climate survey.
- All exterior and interior doors locked; safety flippers in use.
- Use of new comprehensive camera/video system to ensure safety of all students and staff.
- ID badges worn by all employees.
- All visitors check in and wear ID tags.

PBIS GOALS:

- Safety/PBIS team will meet monthly to review SWIS data, ensuring fidelity with the continued implementation and refinement of school-wide PBIS.
- PBIS expectations posters updated and clearly posted in all common areas.
- PBIS expectations lessons taught in sixth period classes within the first three weeks of the start of school featuring videos of Marshall Middle School students showing examples of school expectations.
- PBIS team presents SWIS data, goals, and refresher/booster professional development midyear.
- Newly developed Intervention team will attend Tier 2 program training and development.
- Intervention team will construct an action plan for Tier 2 implementation.
- All staff will continue to support Tier 1 systems, including teaching school-wide common area expectations, procedures, and routines within their classrooms.
- All staff members will utilize pride slips and positive office referrals to teach and reinforce positive behavior school-wide.
- Established positive incentives through Pride Slip accumulation with student and staff goal setting.