



Thurgood Marshall Fundamental Middle School

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Executive Summary of Thurgood Marshall Fundamental Middle School (TMFMS)

2015 Improvement Plan

TMFMS has 938 students' grades sixth through eighth, two administrators, two School Counselors, 50 teachers, and 20 staff members. The mission of **TMFMS is the learning community of TMFMS will ensure high student achievement in a safe learning environment to promote citizenship and lifelong learning.** TMFMS has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

To accomplish this mission, TMFMS has 8 Goals:

- 1) Increase Reading scores to 85% of students reaching proficiency levels for each student subgroup;
- 2) Increase Mathematics scores to 85% of students reaching proficiency levels for each student subgroup;
- 3) Increase Science scores to 85% of students reaching proficiency levels for each student subgroup;
- 4) Close the achievement gap between Black and non-black students to our AMO 2016 targets;
- 5) Reduce the number and percent of discipline incidents for each student subgroup by 40% and
- 6.) School wide implementation of Advancement Via Individual Determination (AVID)
- 7.) School wide literacy focusing on vocabulary, complex text, and persuasive writing
- 8.) Expand parent involvement opportunities to differentiate academic support opportunities, provide professional development, wrap around services utilizing vested stakeholders, and increase parent participation in PTSA or SAC meetings from 97% to 100%.

VISION: Educating students to become globally competitive in the 21st century society.

Pinellas County Schools - an equal opportunity instruction institution for education and employment



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The core instructional and monitoring strategies included in our action plans are:

- providing in-class modeling and coaching on a bi-weekly basis with a district coach during instruction time;
- utilizing data to differentiate and scaffold instruction;
- using research-based strategies in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement, NG-CARPD);
- utilizing project-based learning in appropriate settings;
- using state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress;
- conducting data chats with students to support students with goal-setting based on data;
- utilizing scales and rubrics aligned to the learning goal to assess and inform instruction.

The professional development efforts include the use of the yearlong Marzano Framework with an emphasis on goal setting and scale development the use of the literacy team to train and guide teachers in differentiating and scaffolding instruction and having Teachers meet in Professional Learning Communities (PLC's) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

The parent involvement efforts are a challenge for our school as many parents work during the school day. As a strategy to increase volunteer hours, the school is hosting monthly evening meetings featuring student led conferencing, parent academies with featured speakers, and routine evening hours for various volunteer activities benefiting the students.

For more information about TMFMS School Improvement Plan, please go to our website at www.pcsb.org/marshall-ms.

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