Thurston Middle School

Report to the Board of Education

March 14, 2024

Joe Vidal, Principal

2023-2024: Thurston Middle School Goals and Key Actions

GOAL 1
COLLEGE and CAREER-READINESS SKILLS

Tier I Instructional Practices

Tier II Academic Interventions

Tutorial

GOAL 2
SOCIAL-EMOTIONAL COMPETENCIES and POSITIVE SELF-IDENTITY

Tier I Behavioral Practices

School-Based Mental Health Services

Social-Emotional Support

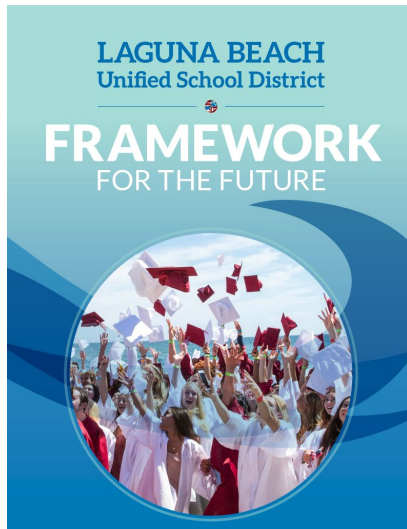## GOAL 3
SAFE, EQUITABLE, and INCLUSIVE SCHOOLS

Appearance Standards

Attendance

Shadowing Students

LBUSD Framework for the Future - TMS Look Fors (Draft)

EMPOWERED LEARNER

- Students set goals and self-reflect to determine the next steps and track growth.
- Students seek teacher and peer support to reach their goals.
- Students embrace a growth mindset, working through challenges and setbacks.
- Students generate their own unique ideas, concepts, and designs.
- Students take action to pursue their passions.
- Students prioritize their physical and mental health.
- Students have options for demonstrating competency.

CREATIVE PROBLEM SOLVER

- Students consider diverse ideas and perspectives.
- Students work in collaborative groups.
- Students apply a diverse range of problem-solving techniques.
- Students make connections between different concepts.
- Students explore a range of resources to transform ideas into solutions & products.
- Students explore and analyze real-world issues.

EFFECTIVE COMMUNICATOR

- Students determine a topic, conduct research, and present findings to an audience.
- Students utilize appropriate academic language and subject-specific vocabulary.
- Students support responses with evidence.
- Students work in groups to communicate with purpose, designing presentations on a variety of topics.
- Students connect socially and emotionally with others in a variety of settings and circumstances.
- Students demonstrate active listening.

CONSTRUCTIVE COLLABORATOR

- Students engage in academic discussions around a common purpose and goal.
- Students work in small groups to solve complex problems.
- Students engage in peer-to-peer instruction, understanding when to lead, delegate, and support the group's collective ambitions.
- Students provide feedback to their peers.
- Students exhibit positive sportsmanship and effective teamwork.
- Students use collaborative language and actively participate in groups.

EMPATHETIC CITIZEN

- Students understand the importance of civic responsibility, identifying major problems impacting local, national, and global communities.
- Students value inclusivity and embrace diverse perspectives and backgrounds.
- Students develop respect and curiosity about different cultures.
- Restorative practices are utilized.
- Students gain empathy and understanding of others through engagement with the subject matter.
- Students exhibit compassion, kindness, and integrity in their interactions.
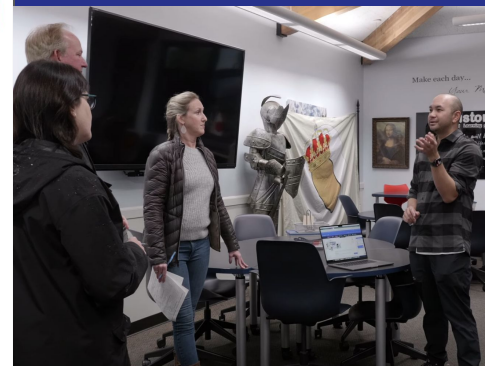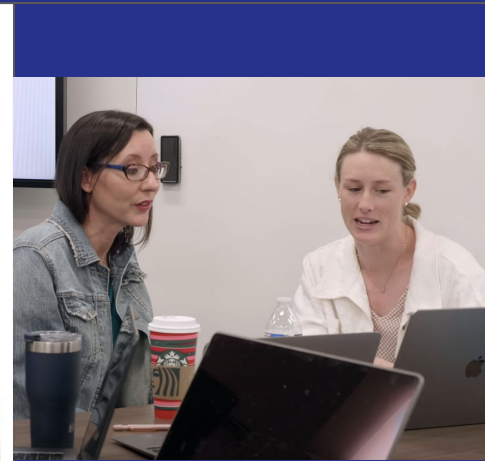
Goal Area 1: Tier I Exploration and Enrichment

Literature Circles

Book Bites

Beanstack

STEAM Curriculum Enhancements

Lesson Design Series Development

Environmental Literacy
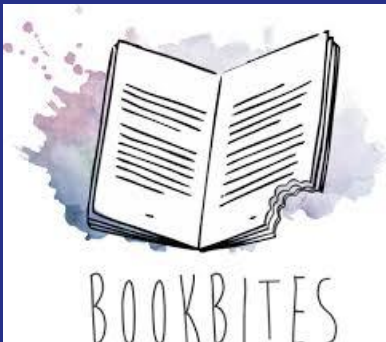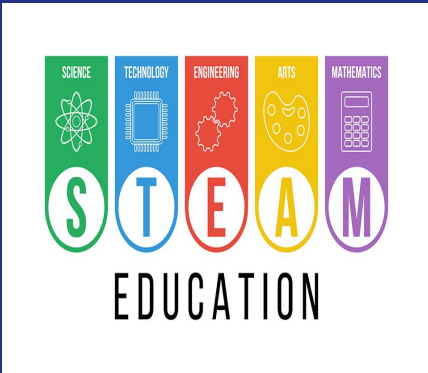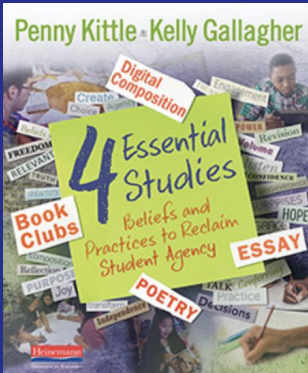
Goal 1: Interventions

ELA Boost

REACH Curriculum

iReady Growth (in years) **.830**

Avg Length of Intervention **9.6 Weeks**

ELA Academy

READ 180

iReady Growth (in years) **.875**

Avg Length of Intervention **18 weeks**

Math Boost

iReady and Big Ideas Lessons

iReady Growth (in years) **.93**

Avg Length of Intervention **18 weeks**

Goal 1: Tutorial Model

Three Week, 6 Period Rotation

Student Choice
Timely Support
Enrichment

Flex Time Management

Ongoing Professional Development
Weekly Data Reports
Community Partnerships

Thriving Tutorial Model!!!

Goal 2: Tier I Tutorial Options

flex

- Flex opportunities
- Voice and choice

Sample Student Weekly Tutorial Schedules

ENRICHMENT
Academic Pentathlon
Ms. Leah Prettyman
C8
9/9 | 0 +

ENRICHMENT
Experimenting with Coding to Control Robots!
Ms. Leah Prettyman
C6
29/28 | 4 +

INTERVENTION
Foreign Lang Wheel Recipe and Slide Deck Help
Randi Beckley
C4
12/14 | 0 +

ENRICHMENT
France Trip Planning Meeting (French Students Only!)
Randi Beckley
C4
11/25 | 10 +

INTERVENTION
Prettyman's ELA Students - Get Support and Complete Missing Work
Ms. Leah Prettyman
C6
11/7

INTERVENTION
Math Support with Mrs. Ersek
Mrs. Kathryn Ersek
B3
19/11

ENRICHMENT
Indoor Basketball
Carole Fowler
G1 - Gym
25/25

ENRICHMENT
TMS Marching band - Rehearsal
Steven Wade
H2 - Band Room
50/57

ENRICHMENT
Chess
Mr. Vincent Fabella
B4
22/22

ENRICHMENT
Frisbee Skills
Steve Lalim
Field
17/18

ENRICHMENT
Drone Club
Mr. Andrew Crisp
I2 - Mac Lab
6/8

INTERVENTION
IXL: GG.8 & iReady Missing Work/Math Support
April Coffman
D2
24/0

INTERVENTION
2/14 Sci Priority Support
Bjorn Avila
F5
6/6

STUDY HALL
Quiet Study Hall and Science Support with mellow tunes
Bjorn Avila
F5
22/25

ENRICHMENT
Gardening
Gloria Harwood
Garden
18/20 | 1 +

CLUB
Eco Club/Green Team Optional
Emily Couch
E2
13/25 | 0 +

Tutorial Student Survey

Key Findings

How do I decide where to go?

#1 FRIENDS!
#2 Lowest grade
#3 Understanding a concept
Lowest Rank - Rarely decide

Which subjects has Tutorial been most helpful?

#1 Math
#2 ELA
#3 Social Studies/Science

How many register early?

65%

What improvements have you seen because of Tutorial?

51% Increased Work Completion
45% Higher Test Scores
39% Better Grades Overall
37% Deeper Understandings

Is tutorial helping me be more successful in my classes?

Yes 84%

Satisfaction Level?

90% Satisfied or Highly Satisfied

Goal Area 1: Universal Screening (ELA)

Overall Placement

Students Assessed/Total: **504/512**

Diagnostic One

| 44% | | 21% | 20% | 4% | 11% |

- 🟢 Mid or Above Grade Level — **221 Students**
- 🟢 Early On Grade Level — **108 Students**
- 🟡 One Grade Level Below — **99 Students**
- 🔴 Two Grade Levels Below — **22 Students**
- 🔴 Three or More Grade Levels Below — **54 Students**
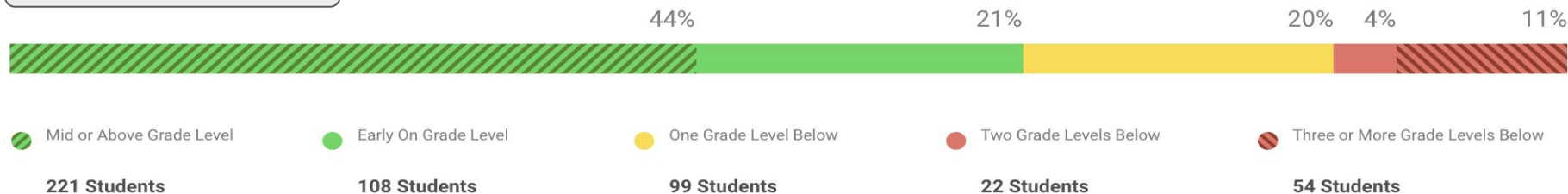
+45   **-22**   **-20**

Overall Placement
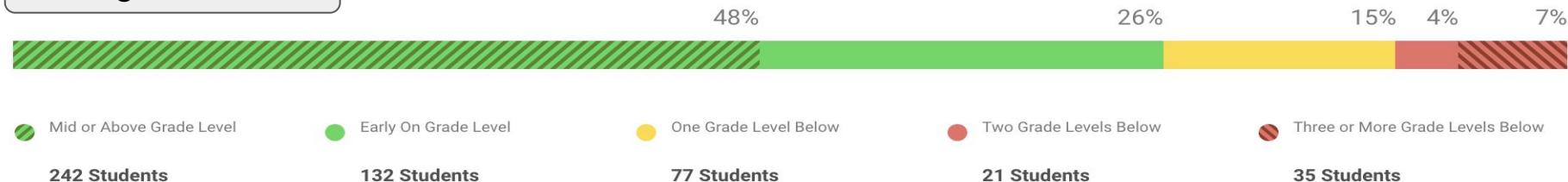
Students Assessed/Total: **507/512**

Diagnostic Two

| 48% | | 26% | 15% | 4% | 7% |

- 🟢 Mid or Above Grade Level — **242 Students**
- 🟢 Early On Grade Level — **132 Students**
- 🟡 One Grade Level Below — **77 Students**
- 🔴 Two Grade Levels Below — **21 Students**
- 🔴 Three or More Grade Levels Below — **35 Students**

Goal Area 1: Universal Screening (ELA)

Overall Placement

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77 Students

16 IEP Support
61 Intervention of Tutorial

56 Students

21 IEP Support
35 Intervention or Tutorial

Goal Area 1: Universal Screening (Math)

Overall Placement
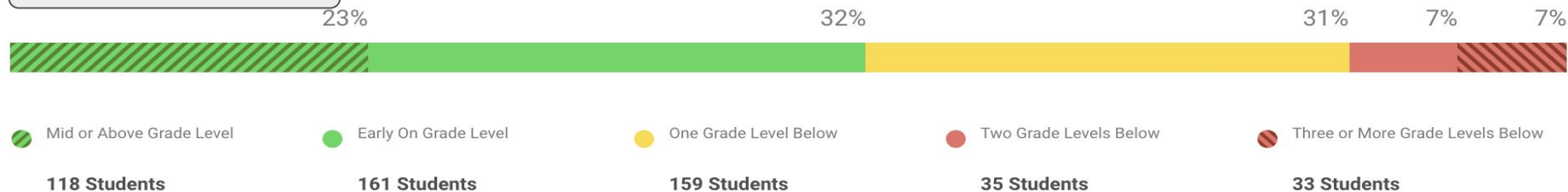
Students Assessed/Total: **506/512**

Diagnostic One

23%   32%   31%   7%   7%

- Mid or Above Grade Level — **118 Students**
- Early On Grade Level — **161 Students**
- One Grade Level Below — **159 Students**
- Two Grade Levels Below — **35 Students**
- Three or More Grade Levels Below — **33 Students**

+51   **-29**   **-19**

Overall Placement
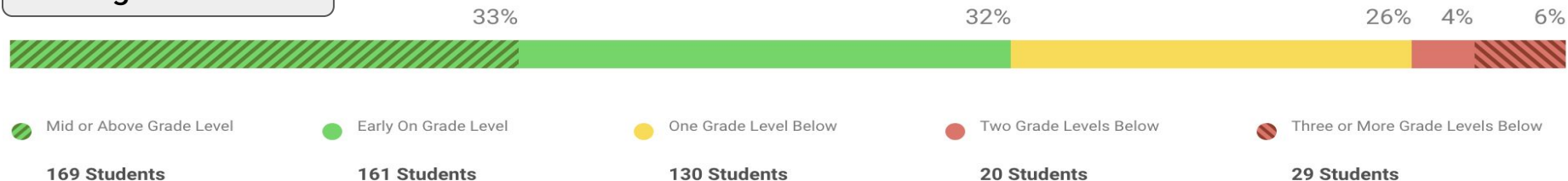
Students Assessed/Total: **509/512**

Diagnostic Two

33%   32%   26%   4%   6%

- Mid or Above Grade Level — **169 Students**
- Early On Grade Level — **161 Students**
- One Grade Level Below — **130 Students**
- Two Grade Levels Below — **20 Students**
- Three or More Grade Levels Below — **29 Students**

Goal Area 1: Universal Screening (Math)

Overall Placement

Students Assessed/Total: **509/512**

| Diagnostic Two |

33%   32%   26%   4%   6%

- 🟢 Mid or Above Grade Level
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- 🔴 Two Grade Levels Below
- 🔴 Three or More Grade Levels Below

169 Students   **161 Students**   **130 Students**   **20 Students**   **29 Students**

130 Students

14 IEP Support

49 Students

24 IEP Support
25 Intervention or Tutorial

Goal Area 1: Multi-Year Comparison and EOY Goals

	ELA 22-23				ELA 23-24		
	Diag 1	Diag 2	EOY		Diag 1	Diag 2	EOY Goal
Tier I	66%	73%	77%		65%	74%	80%
Tier II	17%	16%	14%		20%	15%	15%
Tier III	15%	10%	9%		15%	11%	5%

	Math 22-23				Math 23-24		
	Diag 1	Diag 2	EOY		Diag 1	Diag 2	EOY Goal
Tier I	57%	64%	75%		55%	65%	80%
Tier II	27%	26%	18%		31%	26%	15%
Tier III	14%	10%	7%		14%	9%	5%

Goal Area 1: ELA Cohort Information

English Language Arts - 6th Grade Cohort			
Tiers	Last Year's Diag 2	Current Diag 2	Last Year's EOY
I	71%	68%	78%
II	25%	19%	15%
III	4%	13%	7%

English Language Arts - 7th Grade Cohort			
Tiers	Last Year's Diag 2	Current Diag 2	Last Year's EOY
I	69%	76%	76%
II	21%	14%	18%
III	9%	10%	7%

English Language Arts - 8th Grade Cohort			
Tiers	Last Year's Diag 2	Current Diag 2	Last Year's EOY
I	61%	77%	74%
II	18%	13%	13%
III	16%	10%	12%

Goal Area 1: Math Cohort information

Math - 6th Grade Cohort

Tiers	Last Year's Diag 2	Current Diag 2	Last Year's EOY
I	71%	66%	84%
II	25%	28%	14%
III	4%	5%	2%

Math - 7th Grade Cohort

Tiers	Last Year's Diag 2	Current Diag 2	Last Year's EOY
I	69%	62%	74%
II	25%	30%	20%
III	6%	8%	6%

Math - 8th Grade Cohort

Tiers	Last Year's Diag 2	Current Diag 2	Last Year's EOY
I	58%	66%	69%
II	25%	27%	20%
III	17%	7%	11%

GOAL 2

SOCIAL-EMOTIONAL COMPETENCIES and POSITIVE SELF-IDENTITY

Tier I Behavioral Practices

School-Based Mental Health Services

Social-Emotional Support

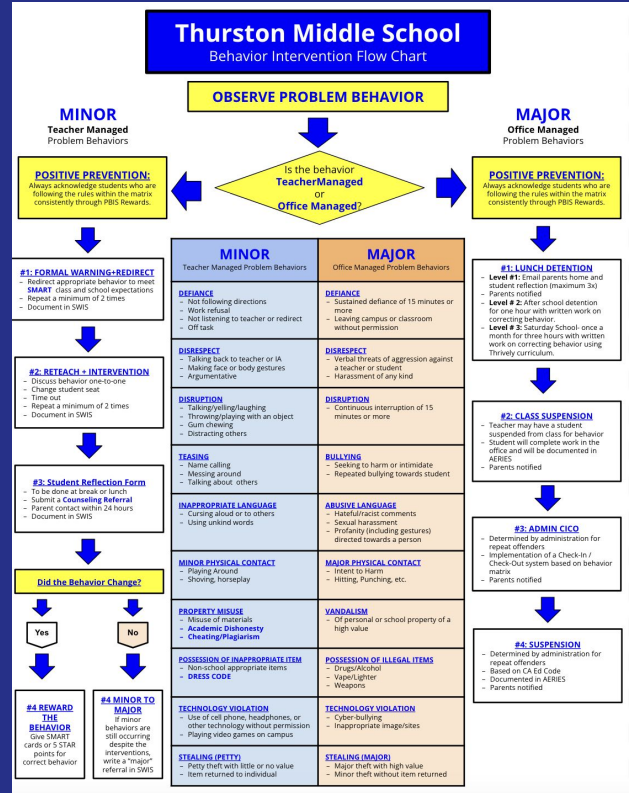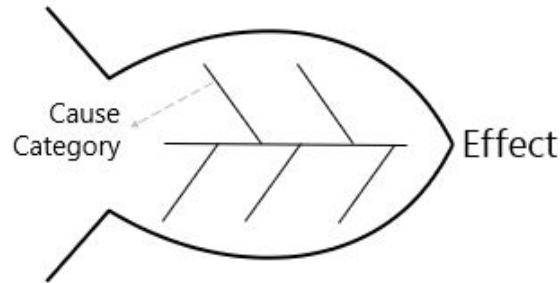# Goal Area 2: Tier I Behavioral Practices

Analysis
PBIS Tiered Fidelity Assessment
Data and Systems Review
Problem of Practice

General Insights
Fidelity of Practice
Communication
Resource Heavy
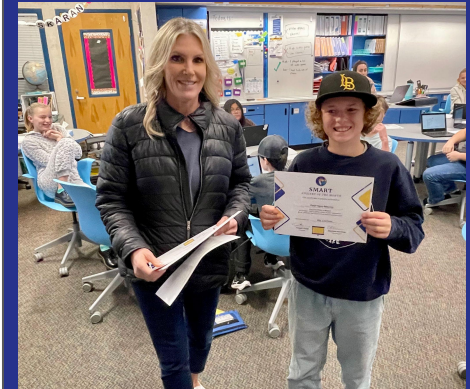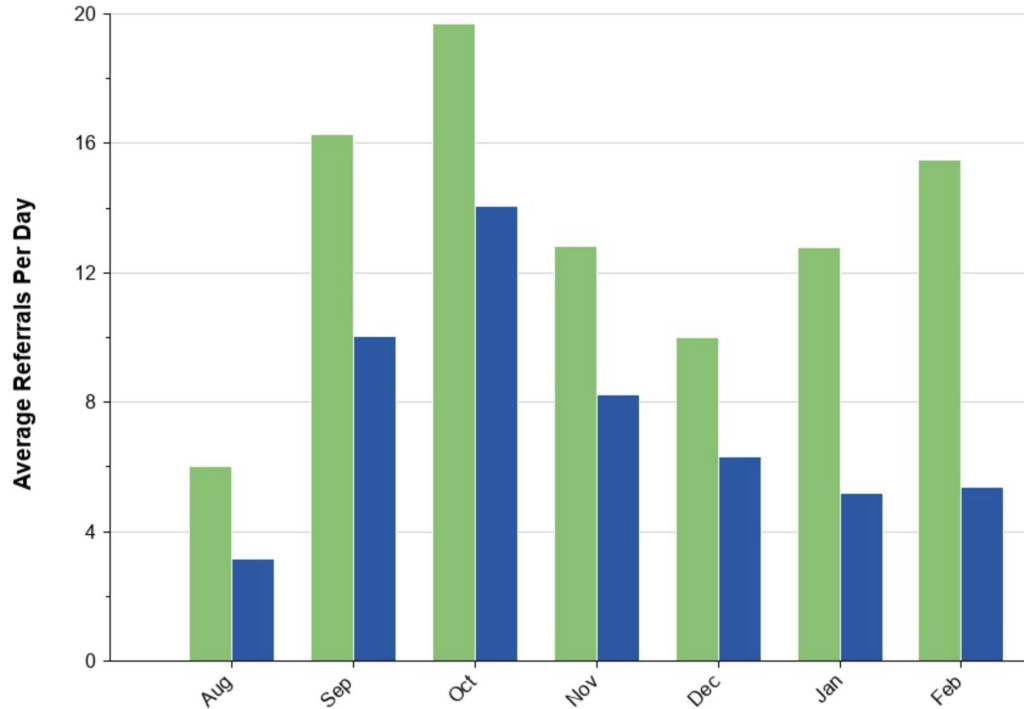Loss of Time

Solutions
Newly Developed Rules of Engagement
Newly Adopted Reinforcement Platform
Professional Development on Implementation Practices

Goal 2: Tier I Behavioral Practices

Average Referrals Per Day Per Month - Multi-Year
All, 2022-23 - 2023-24

Goal 2: Counseling Supports

School Counselors

1:1 Student Meetings and Goal Setting

Tier I Classroom Lessons

Tier II Small Group Supports

Peer Assisted Leaders (PALs)

Tier III Supports

Student Support Specialist

Tier II and Tier III Counseling

Parent Information Sessions

Mental Health Awareness Events

**Current Counselor Caseload
1 : 170**

Social-Emotional Supports

Key Metrics

Needs Assessment 23-24
#1 Improving Study Skills
#2 Organization
#3 Dealing with Stress

Tier I Supports
1:1 Individual Meetings w/ All Students
53 Classroom Lessons

Tier II Supports
34 Student Study Teams
83 Students Small Group Counseling
36 School Attendance Meetings

Tier II/III Supports
116 Student Contacts
29 1:1 Short-Term Counseling

This Year's Enhancements

Enhanced ELL Coaching

School Attendance Meetings

Small Group Tutorial Support

Counseling Corner

Behavior Focus Groups

Multiplier Effect
Peer Assisted Peer Tutoring

Classroom Lessons

Individualized Student Meetings

GOAL 3

SAFE, EQUITABLE, and INCLUSIVE SCHOOLS

Appearance Standards

Attendance

Shadowing Students

Goal Area 3: Appearance Standards

Understanding the Problem

Reviewed Historical Data

Researched National Trends and Policies

Collected Stakeholder Experiences and Feedback

Process

Shared Findings with Community Stakeholders

Collected Common Interests and Values

Assembled Teams to Create a Solution

Developed Draft Appearance Standards

Informed Students, Staff, and Families

Monitored Results

Outcomes

Mass Reduction in Dress Code Violations

Community Support and Understanding

Fair and Equitable Practices

THURSTON MIDDLE SCHOOL
APPEARANCE STANDARDS

GOALS

- To maintain safe learning environments which support a variety of school experiences (e.g., science labs, recess, lunch activities, physical education).
- To allow students to wear clothes of their choice, allowing for self-expression, and supporting inclusivity (e.g., religion, culture, etc.).
- To ensure a safe and productive learning environment by preventing students from wearing clothing or accessories with offensive language or images, including but not limited to hate speech, pornography, profanity, drugs, alcohol, and other illegal conduct or activities.
- To promote a positive school culture and climate by preventing students from wearing clothing or accessories which invade the rights of others, create a reasonably foreseeable risk in disrupting the educational environment, or may interfere with school operations.

PROHIBITED ITEMS

- Clothing that advertises, depicts, or otherwise advocates for the use of drug and alcohol products, tobacco, vaping, marijuana, controlled substances, and other illegal items.
- Violent language or images (e.g., weapons).
- Hate speech, profanity, and pornography.
- Visible undergarments (visible straps are allowed).
- Slippers.
- Any items that obscure the face or ears (except in religious observance or as personal protective equipment).
- Accessories that could be considered dangerous or could be used as a weapon.
- Airpods, headphones, earphones, etc., are only permitted when authorized by a staff member for an assignment and may not be worn during break, lunch, or passing periods.

APPEARANCE GUIDELINES

1. Students must wear a shirt, pants, or the equivalent (e.g., skirt, sweatpants, leggings, dress, or shorts), and shoes. Footwear must be safe and secure and not limit student participation in school activities.
2. Certain body parts must be covered for all students at all times. Clothes must be worn so that breasts, nipples, stomachs, genitals, and buttocks are fully covered with opaque fabric.

ENFORCEMENT OF STANDARDS

To support effective and equitable enforcement of our appearance standards, school staff shall enforce these standards consistently and in a manner which does not reinforce or increase marginalization or oppression of any student group based on race, sex, gender identity or expression, sexual orientation, religion, cultural observance, household income, or body size/type.

Students who violate the appearance guidelines above or wear prohibited items will be notified of the concern objectively and individually. Students may be asked to remediate. Depending on the circumstance, the following actions may occur:

- If the student has their own alternative clothing available at school, the student will be asked to wear those items for the remainder of the school day.
- If the student does not have their own alternative clothing available at school, parents may be called and asked to provide clothing for the student to wear for the remainder of the day.
- Repeated violations will be addressed as per Thurston's discipline policy.
- Students may choose to be provided a generic tee shirt or shorts.

OUR COMMITMENTS

- We will discreetly address dress code violations and respectfully ask for remediation.
- Dress code violations will be addressed confidentially.
- We will not measure clothing or make assumptions about a student's choice of attire.
- When possible, students will be addressed by a staff member of the same gender.

Goal Area 3: Attendance

19-20	20-21	21-22	22-23	23-24
7.13%	6.67%	14.24%	11.20%	**7.2%**
	-.46%	**+7.57%**	**-3.04%**	**-4%**

22-23 Chronic Absence Rate: 11.2%

A decrease of **4%**

23-24 Sem 1 Chronic Absence Rate: 7.2%

Goal Area 3: Shadow A Student Day

Structure

10 Staff Members Participated

Mixed Student Demographics

Inquiry and Measurement

Solution Development

General Observations

High-levels of Engagement and Positive Reinforcement

Emphasis on *Creative Problem-Solver* and *Effective Communicator*

Tech: *Substitution* and *Augmentation*

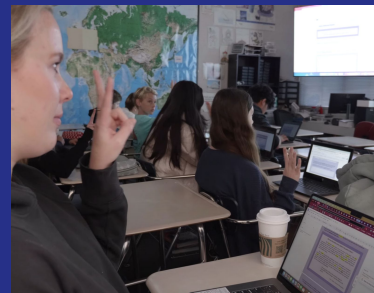High-levels of Access and Opportunity for All Students

Solutions

Mental Breaks and Transitions

Technological Shift to *Modification* and *Redefinition*

Build upon Learner Profile Learning Experiences

Stronger Site-Level Support System for Substitutes

Thank you