

2024-25 TMS School Updates

October 10, 2024

ELD



District Areas of Focus

1. Develop **COLLEGE** and **CAREER READINESS SKILLS** through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship (LCAP Goal 1).
2. Foster **SOCIAL-EMOTIONAL COMPETENCIES** and **SELF-IDENTITY** through student agency, engagement, resiliency, and positive relationships (LCAP Goal 2).
3. Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS** through caring learning environments, targeted support, strategic planning, and stakeholder engagement (LCAP Goal 3).

College and Career Readiness - Goal I

Journey Ahead

- Learner Profile Momentum
- Academic Performance Indicators
- Targeted Supports and Intervention
- Academic Extensions and Student Enrichment
- Schools to Watch Designation



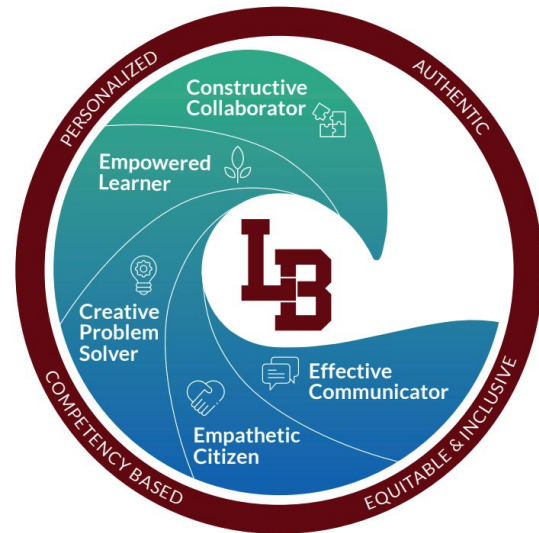
Next Steps with the Learner Profile

Last Year's Work

- Developed Explicit **Classroom Learning Experiences** that supported the Learner Profile outcomes.
- Experimented with various **digital portfolios** that showcased student projects and the ways they developed their competencies.

Looking Forward

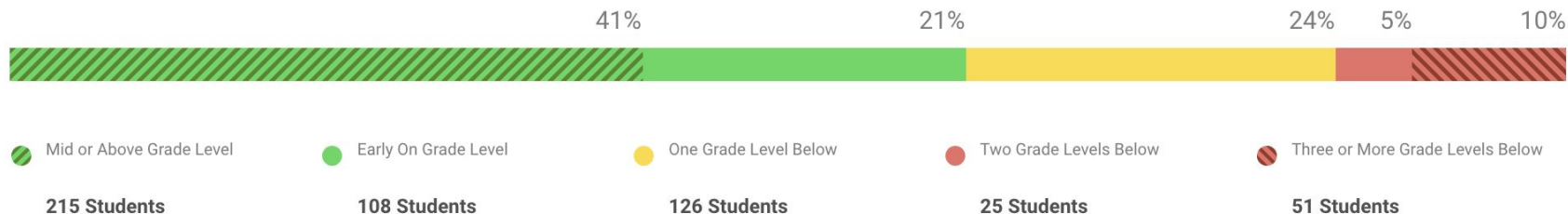
- Incorporate **student voice** and the learning experiences they would want in a classroom learning environment.
- Piloting a **student snapshot** that reflects student strengths and interests, parental aspirations, and student-driven goals.



ELA Academic Performance Indicators

Overall Placement

Students Assessed/Total: 525/525



Beginning of the Year Snapshot

- 323 students (62%) in Tier I,
- 126 students (24%) in Tier II,
- 76 students (15%) in Tier III.

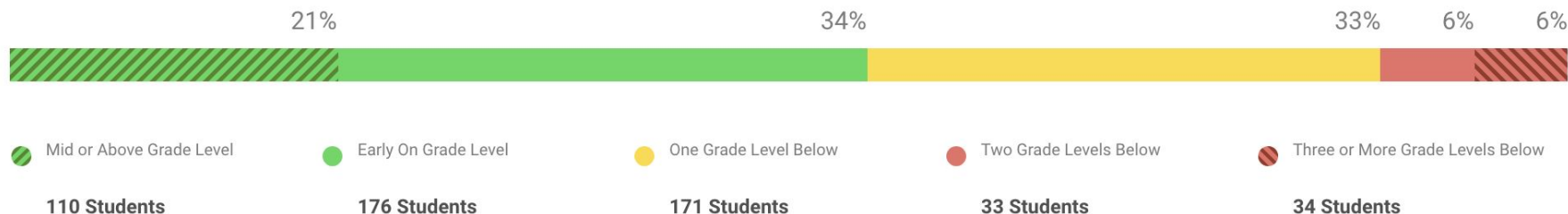
Last Year's Diagnostic I Snapshot

- 329 students (65%) in Tier I,
- 97 students (19%) in Tier II,
- 77 students (16%) in Tier III.

Math Academic Performance Indicators

Overall Placement

Students Assessed/Total: 524/525



Beginning of the Year Snapshot

- 286 students (55%) in Tier I,
- 171 students (33%) in Tier II,
- 67 students (12%) in Tier III.

Last Year's Diagnostic I Snapshot

- 279 students (55%) in Tier I,
- 159 students (31%) in Tier II,
- 67 students (16%) in Tier III.

Next Steps: Targeted Supports & Interventions

Action Plan

Tier I, continue to monitor and **provide enrichment** opportunities

Tier II, Tier I + target using **proven Tutorial practices** & after-school support

Tier III, Tier II supports + invitations to ELA and math **intervention courses**

Tier I Enhancements

Book Clubs and **Bites** to support school-wide reading comprehension

Integrating **Music and Cultural Enrichment** during Tutorial

Developing College and Career **Exploratory Field Trips**

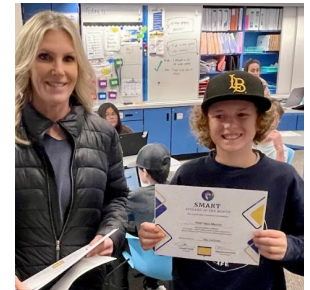
Using **Artificial Intelligence** to Enhance Writing



Social-Emotional Competencies - Goal II

Journey Ahead

- Beyond PBIS: Enhancing School Connectedness
- Opening Thurston's Wellness Space
- Building Toward a Recognized ASCA Model Program

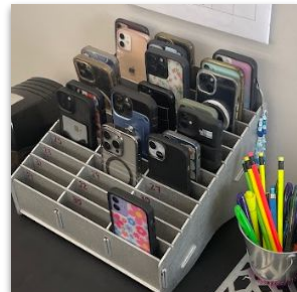


Enhancing Citizenship and Connectedness

Digital Citizenship

TMS added **new educational opportunities** and **smart device practices** to support comprehensive education the effects of technology.

ex. First Day of School Lessons, Classroom Behavior Talks, Explicit Lessons on Cyberbullying, Parent Communications and Resources



School Connectedness

Identified Need: Students report having one trusted adult at school **78%** (and 12% neutral), yet **52%** (with 23% neutral) of students report have time to discuss concerns.

Action Items

- Tier I Counseling Lessons on Student Advocacy and Empathy
- Train additional student leaders in *Circle Keepers* to increase peer-to-peer conversations



Thurston's Wellness Space - Rider's Cove

Next Steps with our Wellness Space

- Student Awareness and Participation
- Furniture and Interior Design Integration
- Teach students, staff, and parents about how to utilize the space

Recognized ACSA Model Program

- Engaged in a Multi-Year Process and Data Review
- Increase Direct Services and Close Achievement Gap
- Increase Stakeholder Engagement



Safe, Equitable, & Inclusive Schools - Goal III

Journey Ahead

- Reducing Exclusionary Discipline
- Improving Chronic Absenteeism
- Increasing Parent Engagement



Reducing Exclusionary Discipline

Identified Need:

Although Thurston reduced behavioral referrals by 63%, we had a 7.5% suspension rate.

Action Items

- Integrate More Conflict Mediation Opportunities
- Train additional student leaders in *Student Disciplinary Panels* to provide community resolutions and support
- Explore School Service Activities



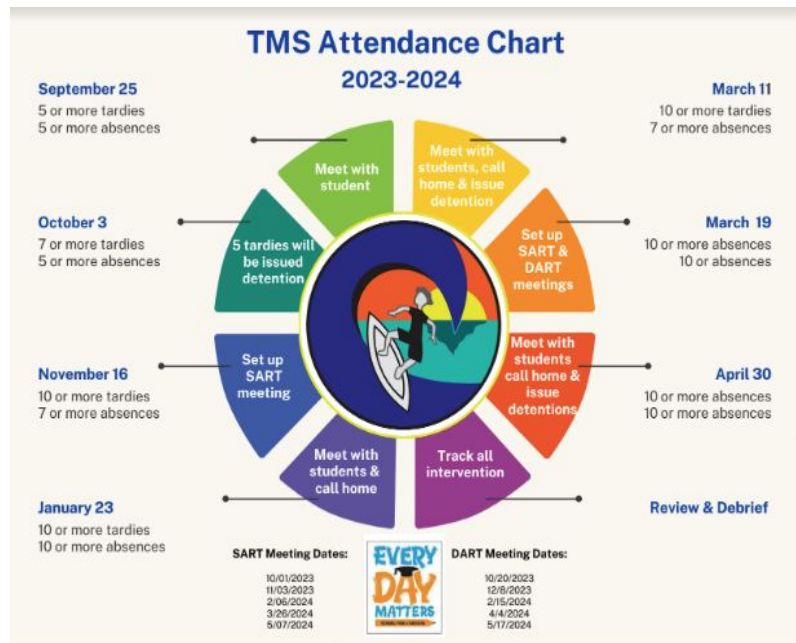
Improving Chronic Absenteeism

Identified Need:

In 23-24, Thurston reduced Chronic Absenteeism from **11.2%** to **7.2%** through ongoing outreach and solution-driven partnerships.

Key Metrics

- Over 250 Communications (phone calls, letters, emails)
- Over 40 Collaborative Meetings and Attendance Contracts
- DART (4)



Parent Engagement

Key Indicator:

2024 LCAP: Parent satisfaction levels with classroom-to-home communications decline as students transition to secondary school.

Action Items

- Strengthen School-to-Home Communications
- Enhance School Community Gatherings and Celebrations
- Invite Parents to Participate in More Extended Learning Opportunities
- Look for Opportunities to Create Parent Advisory Committees





Thank
You!

