

**SCHOOL NAME:** Thurgood Marshall High School

**DISTRICT NAME:** Dayton City

**Model:** Transformation

**Cohort:** 2

**Locale:** Major Urban

**Grades:** 9-12

**Number of Students:** 644

**Eligible for Free & Reduced Lunch:** 82.6%

**Highlights of Reform Model**

Under the leadership of Principal Sharon Goins, Thurgood Marshall High School is transitioning to fully implementing STEM education and learning. Thurgood Marshall’s administrative team and the Building Leadership Team met at the beginning of the school year to determine tasks for the next action steps for school improvement, using the Transformation Model components. Building goals were reviewed and aligned with grant expectations. The results were to continue with the three year plan of transitioning to a STEM school with focus on project-based learning, short cycle assessments, block scheduling, and positive school climate. Developed were programs for freshmen transition, extended learning, co-teaching and inclusion. A newly approved Master Schedule for next year was created with designed to provide students with more opportunities for project-based activities.

**Transformation Specialist Completing Report**

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
10th Grade	Reading	62.9%	75.7%
	Mathematics	52.9%	60.9%
11th Grade	Reading	82.3%	81.6%
	Mathematics	72.6%	71.4%
12th Grade	Reading	88.5%	82.8%
	Mathematics	85.5%	72.7%

**Evidence-Based Best Practices Observed:**

It is critical that teachers plan collaboratively with interdisciplinary thematic units providing students with hands on project-based activities. TBT’s met weekly to plan and implement STEM interdisciplinary units as grade level teams. Teachers were led by the STEM Coach and EDworks external coaches to plan interdisciplinary units using the Backwards Design instructional model. Additionally staff was afforded an extended opportunity to engage in rich professional dialogue during the Brown Bag lunch sessions.

**Systemic Changes Observed**

Teachers planned and implemented two interdisciplinary units this year (Science fair and a senior ELA and government unit). Teachers worked to design learning activities and lessons to support the integrated units as a whole. Teachers from all grade levels noted that students showed an increase interest in their subject due to the connectivity of different subjects. Teachers have become more comfortable with the process for creating interdisciplinary units.

**Current Barriers to Achievement**

After implementation of the project-based interdisciplinary units, teachers met to discuss challenges and success of the first project. Challenges described by teachers were related to the logistics of implementation and communication amongst teachers.