

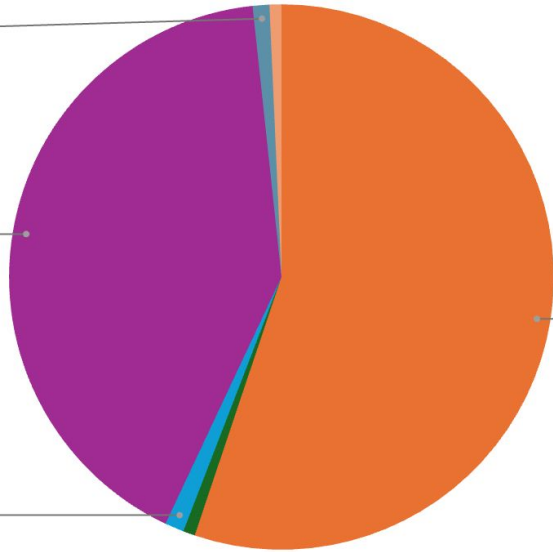
Thurgood Marshall MS Community School



2+
1.0%

Hispanic
41.3%

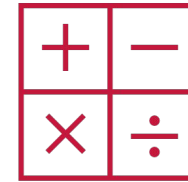
Asian
1.1%



African Am.
55.2%



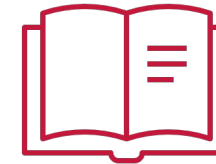
707
Enrollment



39%
Math Student Growth



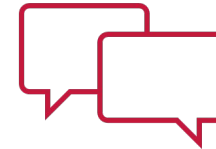
88.6%
Attendance Rate



36%
English Language Arts Student Growth



N/A
Graduation Rate



5%
English Learners Making Progress Towards Learning English

Students by the Numbers

n/a	ADA 504
457	FARMS/Economically Disadvantaged
182	Multilingual Learners
49	Students with Disabilities
n/a	Military Connected

Current partners engaged with the community...

10 Partners and Growing

- St Stephen's Baptist Church
- New Chapel Baptist Church
- Unity Way of the National Capital Area
- Delta Sigma Sorority
- Kappa Foundation of Ft Washington



Thurgood Marshall MS Community School



Who
participated in
our Assets and
Needs
Assessment?

512

Students

25

Families

57

Staff

n/a

Community
Members



What did we learn?



Many students are unaware of available mental health, academic, and wellness services—over 40% said they “don’t know” if services exist—school clubs, as well as field trips.

Only **15.1%** of students felt instruction is connected to real-life experiences, indicating a need for more relevant, engaging learning.

Students expressed limited participation in decision-making—only **19.1%** said they “always” help make decisions.

Students appreciated field trips and after-school programs, but not all were aware of or involved in them.

Just **29.8%** of students said they can “always” talk honestly with adults, suggesting trust and communication gaps.



Staff overwhelmingly reported academic support needs: **77.1%** said students “always” need help with math; **72.9%** for reading/writing.

Only **20.3%** of staff felt students “always” see their culture reflected in instruction—highlighting a gap in inclusivity.

Mental health services are underutilized and inconsistently implemented (only 37.3% use individual support programs).

Staff report an inclusive and welcoming school culture (83.3%) but acknowledge gaps in student-adult trust and engagement.

Communication and outreach efforts are recognized as effective but could be strengthened through expanded partnerships.

Families reported feeling welcomed by the school (84.8%) but noted low awareness of leadership roles—**47%** didn’t know if a parent organization existed.

Many families lacked knowledge about available health and behavioral services—over **43%** said they were unsure about access to care.

Preferred communication methods (phone, email, in-person) were aligned with what the school uses, which is a strength.

Only 18.8% of families “always” attend school events, and barriers such as timing, translation, and child care remain.

Families reported needs in areas such as **English instruction**, **food security**, and access to **housing and legal services**.



Participation is limited—few partners are engaged in **expanded learning** or **student academic support** beyond resource donations.

Most partner contributions are logistical (e.g., **uniforms**, **food**, **hygiene kits**), not instructional or programmatic.

There is interest in **health and wellness support**—e.g., family dental cleanings, food drives—but broader services are needed.

One partner helped with school safety by volunteering on the first day, showing a model for direct involvement.

Partners have not yet been engaged in co-planning **curriculum-related** or **after-school enrichment** opportunities.

Priorities and Opportunities

Rigorous,
Community-Connected
Classroom Instruction and
Expanded, Enriched
Learning Opportunities



Thurgood Marshall will increase real-world learning connections. Expand STEM, after-school, and summer learning programs. Make offerings more visible to families.

Collaborative Leadership,
Shared Power, and Voice



Promote and better publicize parent leadership groups. Expand student voice initiatives and student council involvement in school decisions.

Integrated Systems
of Support



Thurgood Marshall Middle School will improve visibility of mental/behavioral supports. Use multilingual outreach and ensure all families know how to access services. Expand small-group interventions..

Culture of Belonging,
Safety, and Care



Continue fostering inclusive school culture. Prioritize student-teacher trust-building. Ensure all staff receive cultural responsiveness training.

Powerful Student and
Family Engagement



Thurgood Marshall Middle School recognizes the importance of student and family engagement. TMMS will increase outreach using preferred methods (phone/email). Reduce barriers like timing, childcare, translation needs. Co-plan events with families to increase turnout.