

EXCELLENCE EVERY DAY
THURGOOD MARSHALL LEARNING CENTER
SCHOOL IMPROVEMENT SUMMARY REPORT 2003-2004

Progress on School Goals from the Previous School Year

Building goals for the 2002-2003, school year were as follows:

- 1. Improve Academic Achievement in all fundamental learning areas.** During the 2002-2003 school year teachers utilized Project Achieve and Nova Net to better align the curriculum to state standards and provide opportunities for students to work independently to improve academic skills.

The goal was not met based on ISAT test results.

Reading – 7.1% of 8th grade students met the standards.
85.7% of 8th grade students were below standards.
7.1% of 8th grade students were academic warning.

Math – 50% of 8th grade students were academic warning.
50% of 8th grade students were below standards.

Writing – 63.6% of 8th grade students were academic warning.
36.4% of 8th grade students were below standards.

Science – 11.8% of 7th grade students met standards.
29.4% of 7th grade students were below standards.
58.8% of 7th grade students were academic warning.

Social Science – 23.5% of 7th grade students met standards.
64.7% of 7th grade students were below standards.
11.8% of 7th grade students were academic warning.

- 2. Increase Social Skills and Writing Skills.** During the 2002-2003 school year the Thurgood Marshall staff was trained in the Aggression Replacement Training Program to assist them in addressing and meeting the needs of behaviorally challenged students. Mr. Jeff Spiegel the ART trainer assisted the staff in developing a point sheet and a level system to implement with the regular education students. The point sheet addresses the following issues: Attendance, class participation, assignment completion and respectful interaction with peers and staff members.

In regards to writing skills our students needed to gain more skills to function better in everyday life. Due to various academic issues many of our students required individualized programs to help them succeed. To address this specific issue during the 2002-2003 school year teachers utilized Project Achieve and Nova Net.

The goal was not met based on the number of suspensions that occurred during the 2002-2003 school year and the 2003 ISAT test results in writing.

Writing – 0% of the students met the standards for writing on the ISAT test.

Writing – Academic warning 63.6%.

Writing - Below standards 36.4%.

Areas of Strength

- An internal testing program that measures how effectively a student is progressing.
- Programs designed to effect behavioral change to the degree that student classroom behavior and social interaction are congruent with the expectations of their referring schools.
- An experienced staff committed to meeting the needs of non-traditional students.
- A student population with diversity in race, gender, socioeconomic status and learning ability.
- Smaller class sizes.
- Training to allow staff to make better data driven decisions.
- More planning and collaborative time to address the diversity of social and academic needs.
- SAP team trained in Student Assistance Program.
- Intervention Programs – Project Achieve and Nova Net.
- Student Incentives – TMLC Right Choices Program.

Areas in Need of Improvement

- Due the large population of emotionally disturbed and behaviorally challenged students there is a need for additional counseling and social work services at Thurgood Marshall.
- There is a need to increase parental involvement, so parents can assist the Thurgood Marshall staff in addressing the needs of students. During the 2002-2003 school year there was virtually no parental involvement during Open House or Parent Teacher conferences.
- Student behavior and disciplinary issues.
- Study skills and test taking skills.

- Improve math skills. 0% of students met the standards on the 2003 ISAT test.
- Improve reading skills. Only 7.1% of students met the standards on the 2003 ISAT test.
- Improve writing skills. 0% of students met the standards on the 2003 ISAT test.
- Improve science skills. Only 11.8% of students met the standards on the 2003 ISAT test.
- Improve social science skills. Only 23.5% of students met the standards on the 2003 ISAT test.

School Improvement Goals for 2003-2004

The Thurgood Marshall school Improvement Team will conduct an ongoing audit of school programs to assess their effectiveness and address areas of concern.

Goal 1: Improve Writing Skills. Students will achieve a year of growth in the areas of reading and writing as measured by the TABE test by the end of the school year.

Rationale: The students at Thurgood Marshall vary greatly in their academic ability levels. Areas of concern with the student population vary from emotional dysfunction to chronic legal problems. Others have attention disorders and some see no connection between their academic program and the real world. The students at Thurgood Marshall range anywhere from one to as many as ten years below grade level in their written language skills. Our students need to gain more skills in the area of writing to function better in everyday life. Due to various issues many of our students will require individualize programs to help them succeed.

Implementation: In order to implement a successful writing program our school will do the following:

- Report progress to staff on a monthly basis.
- Have staff members attend workshops to learn alternative methods of teaching writing skills.
- Utilize Nova Net to assist students with developing academic skills.
- Utilize Project Achieve to assist students with developing academic skills.
- Teachers will increase the number of writing exercises in core subject areas.
- We will continue to search for high interest educational materials that will meet the academic needs of the low skill learners.

Goal 2: Improve academic achievement and social skills. Students will improve academic achievement and social skills as measured by an increase of 10% on their behavior modification point sheets.

Rationale: Our students are often behaviorally challenged and need to improve their social skills so that they can increase their academic skills and decrease their behavior issues. Increased social skills are being addressed by a commitment to the Aggression Replacement Training Program that was tailored to meet Thurgood Marshall Learning Center needs. Expression through ART will play a significant role in helping students develop a sense of self worth and accomplishment. Hopefully the ART curriculum at Thurgood Marshall will stimulate excitement and heighten student interest tremendously.

Implementation: In order to implement a successful social skills program and improve academic achievement our school will do the following:

- Improve attendance through an attendance reward system.
- Teaching work ready skills in Aggressive Replacement Training.
- Allow Thurgood Marshall students to participate in vocational training programs.
- Investigate grant opportunities in order to acquire additional funds.
- Utilize Nova Net and Project Achieve to assist students with developing academic skills.

Strategies to Improve:

- Continue to implement the districts no bullying program.
- Implementation of quality tools in the classroom.
- Increase the level of communication between the school and homes.
- Title 1 funding has provided the opportunity for the school to purchase supplemental curriculum materials.
- We attempted again this year to create a PTA for Thurgood Marshall. Unfortunately no parents responded to our request for involvement.
- Fine tuning the ART program to support students making good choices to remain in class, improving their opportunities for increased time on task.
- Continue to encourage the entire staff to participate in Koalaty Keys training. Only three staff members to date have participated in the training.
- Continue to partner with community agencies whose impact will help to expand our curriculum.