
School Improvement Plan for

Thurgood Marshall Learning Center

Rock Island School District # 41

School Years 2004- 2007

District Vision Statement
Excellence Every Day!

District Core Values
Continuous Improvement
Customer Satisfaction
Data Driven Decisions
Empowerment with Responsibility
Collaboration

District Goals for 2003-2008

- 1. Employ processes and programs aligned with local and Illinois Learning Standards resulting in measurable improvement in all subject areas emphasizing reading, mathematics, and writing.**
- 2. Forge effective relationships with the Rock Island and Milan parents, communities, and businesses to enhance students' educational opportunities.**
- 3. Build and maintain an educational support system that focuses resources and efforts to improve students achievement.**
- 4. Recruit, develop, and maintain a work force that best meets the needs of our students and reflects the diverse makeup of our student population.**

Thurgood Marshall Learning Center's Vision Statement

We believe instruction must be relevant and promote the use of multiple intelligences. The instructional climate must foster and encourage educational risk taking. Students have the right to a classroom environment conducive to learning.

Thurgood Marshall Learning Center's Mission Statement

The staff at Thurgood Marshall Learning Center believes it is our responsibility to create a positive learning atmosphere for all our students, which includes an appropriate and safe building. We also strive to employ social, emotional, and instructional strategies to prepare students for being productive members of society.

Section 1: Demographics

1.1 BASIC INFORMATION Our school is: 1. ___ Title I school-wide ___ Targeted Assistance ___ Non-Title I 2. CSR ¹ : ___ No ___ Yes Which model? _____	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	(Complete if data are available.) School Year 2003-2004						
Attendance rate (%)										
Truancy rate (%)										
Mobility rate (%)										
Expulsion rate (%)										
Retention rate (%)										
HS graduation rate, if applicable (%)										
HS dropout rate, if applicable (%)										
Teachers Working Out of Field (#) ²										
Paraprofessionals in Title 1 funded programs and/or schools designated as school wide with less than 2 years of training and/or education degree (#)										
Adequate Yearly Progress (AYP). Identify composite scores for reading and mathematics that do not meet AYP target. Subgroup information is identified on the following page.		<table border="1"> <tr> <td>Reading</td> <td>Math</td> </tr> </table>	Reading	Math	<table border="1"> <tr> <td>Reading</td> <td>Math</td> </tr> </table>	Reading	Math	<table border="1"> <tr> <td>Reading</td> <td>Math</td> </tr> </table>	Reading	Math
Reading	Math									
Reading	Math									
Reading	Math									
Omit these data for 2003-05 plans.										

¹ Comprehensive School Reform

² "Out-of-field" means that a teacher is teaching a class for which he/she has no certification, academic major, or endorsement with sufficient credit hours in the content area.

1.2 ENROLLMENT INFORMATION		School Year 2000-2001		School Year 2001-2002		School Year 2002-2003		School Year 2003-2004	
		students	classrooms	students	classrooms	students	classrooms	students	classrooms
School population by grade:	7								
Number of students/number of classes or classrooms	8								
	9								
	10								
	11								
	12								

1.3 SCHOOL AND COMMUNITY CHARACTERISTICS

School and Community Attributes

Thurgood Marshall is a school that serves an average of 88 students in grades seventh through twelfth over the past three years. It is a school that typically has two sections of each program, however we added an additional program at the high school alternative level during the 2003-2004 school year. The students arrive by various modes of transportation: Public transportation, vehicle and school bus. Typically, 95% or more of the students who attend Thurgood receive free or reduced lunches.

School and Community Challenges

Based on the data outlined in Section One of the School Improvement Plan, TMLC faces several significant challenges that will have an impact on our student achievement. According to the United States census of 2004, as a whole 11.3% of families live at or below poverty level. However, in Rock Island 18.5% of households are in that category. In the census tracts most heavily served, the rate of households below poverty level ranges from 23.6% to 49.8%. As one might expect, the unemployment rate in Rock Island is 8.3% as compared 5.6% nationally.

Attendance/Truancy Rate

The attendance rate for TMLC has historically been low as well as the truancy rate being high. The Coleman studies of the 1960's show a correlation between low attendance and achievement. This is a challenge that we are collaborating with organizations such as RIROE as well as the Rock Island Police Department.

Mobility Rate

Student mobility rate at TMLC provides a significant challenge for student learning. Forty percent of our students move in and out of our school due to placement at one or more of the adolescent facilities within the department of corrections in Illinois. TMLC is an alternative placement for students within the district to help them be successful when they have had learning, behavioral or attendance problems within their home school. We also accept students moving into the RISD that have been placed in alternative programs before entering our district.

Section 2: Data Collection

2.1 Tests of Adult Basic Education (T.A.B.E.) Testing Results for TMLC

Data will be collected on a yearly basis through administering pre and post T.A.B.E. test to all students admitted to TMLC. This data will be analyzed to determine academic growth. The benchmark year will be 2004-2005 school year. Monthly evaluations will be conducted to identify students' progress using the ABC system.

TABE	MATH	RESULTS- DEGREE OF CHANGE	READING	RESULTS- DEGREE OF CHANGE
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Groups												
JR. HIGH												
High School												
Jr. High Sp. Ed.												
High School Sp. Ed.												

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Groups												
Total												
Low income												
LEP												
Disabilities												
Caucasian												
Afro-American												
Hispanic												
Asian												
American Indian												

2.2 LOCAL ASSESSMENT DATA

Analysis of the ABC system for each student.

2.3 EDUCATOR DATA

Year	Ethnicity	# of Teachers	Percentage
1999	BLACK-NON-HISPANIC	1	14.29%
1999	WHITE-NON-HISPANIC	6	85.71%
2000	BLACK-NON-HISPANIC	1	11.11%
2000	WHITE-NON-HISPANIC	8	88.89%
		9	
2001	WHITE-NON-HISPANIC	9	100.00%
2002	WHITE-NON-HISPANIC	11	100.00%
2003	WHITE-NON-HISPANIC	10	100.00%
2004	WHITE-NON-HISPANIC	11	100.00%
2005	HISPANIC	1	9.09%
2005	WHITE-NON-HISPANIC	10	90.91%
		11	

Educator Characteristics and Qualifications

	School	District	State
Total Full Time Teachers	10	439	129,068
Bachelor's Degree	70%	49.9%	53.9%
Master's Degree or Higher	30%	49.8%	46%
White Teachers	100%	90.2%	84.6%
Black Teachers	0%	6.9%	10.2%
Hispanic Teachers	0%	1.8%	4.1%
Asian Teachers	0%	1.1%	1.0%
Native American Teachers	0%	0%	0.1%
Male Teachers	30%	24.4%	23.4%
Female Teachers	70%	75.6	76.6%

Total teachers	1-4 years experience	5-10 years experience	11-20 years experience	20+ years experience
11	2	5	3	1

Paraprofessional Qualifications (required by NCLB for any paraprofessional personnel who serves in an instructional assistance capacity and is paid by Title 1 funds or any paraprofessional in a Title 1 school-wide program; paraprofessional personnel hired prior to January 8, 2002 must be certified by January 8, 2006.

Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options
9			

Eleven certified members assigned to TMLC have direct student contact for instruction in the academic areas. Of these teachers, only three are new to the school and one to the district. TMLC staff is participating in the workshop "Framework for Understanding Poverty". This is ongoing for the 2004-2005 school year. Individual staff members are participating in professional development dependent on school needs or district requirements as well as individual interests.

2.4 ADDITIONAL DATA COLLECTION METHODS

This data will be collected and analyzed to determine school improvement. The benchmark year will be 2004-2005 school year.

Method: Survey/Interview

Data Summary

Method: Documents (Attendance and Behavioral Referrals)
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Data Summary

Method: Formal Assessments

Data Summary

Section 3: Data Analysis

3.1 DATA QUALITY

Data from TABE , surveys, attendance report, and behavior reports were used to determine our goals.

3.2 RELATION TO GOALS

Goal	Achievement data, learning gaps, and causal factors
Goal #1: To increase academic achievement in reading by a 1-2 ratio (1 month of growth for every 2 months of attendance) for each individual student as measured by a pre and post TABE test.	*TABE <i>*Student grade reports</i>
Goal #2: To increase academic achievement in math by a 1-2 ration (1 month of growth for every 2 months attendance) for each individual student as measured by a pre and post TABE	*TABE <i>*Student grade reports</i>
Goal #3: To decrease the number of written referrals school wide by 2% after the baseline is determined as measured by the SWISS program to facilitate student achievement.	*SWIS and behavior reports <i>*ABC's from team meetings</i>
Goal #4: To increase overall attendance by 5% annually as measured by the quarterly attendance record.	*Monthly attendance reports <i>*Yearly attendance report</i>

Section 4: Integrated Action Plan (Goals/Activities/Timelines/Budget)

School Name: Thurgood Marshall Learning Center

School Year 2004 -2007

<p>SCHOOL IMPROVEMENT GOAL Goal # 1: To increase academic achievement in reading by a 1-2 ratio (1 month of growth for every 2 months attendance) for each individual student as measured by a pre and post T.A.B.E. test.</p>	<p>RATIONALE FOR THE GOAL The majority of our students are reading below grade level based on lack of academic achievement at their home school.</p>
<p>STANDARD(S) SUPPORTED BY THIS GOAL 1-B Apply reading strategies to improve understanding and fluency. 1-C Comprehend a broad range of reading materials.</p>	<p>EVALUATION (How will the goal be measured?) The reading assessment portion of the T.A.B.E.</p>

SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE WITH ACCOUNTABILITY	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)
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<p><u>Goal # 1 , Activity # 1</u> Assessment data will be used to identify students' reading weaknesses and modify instruction appropriately.</p> <p><u>Scientific research base:</u> Teaching is a complex and demanding profession, more complex than medicine, according to one scholar who studied both professions. Thus, career-long opportunities for growth, renewal and access to new information is essential. (<u>Becoming a Nation of Readers</u>, 1985).</p>	<p>The assessment will be given to the student twice a year as a pre and post test</p>	<p>Teachers and Para Professionals 7-12th.</p>	<p>T.A.B.E. assessment Core Classroom Assessments.</p>	<p>Teacher's salary determined by the district budget.</p>
<p><u>Activity #2:</u> All teachers will participate in Professional Behavioral Instructional Strategies (PBIS) training coordinated by the RISD.</p>	<p>October-June 2004-2005</p>	<p>TMLC teachers.</p>	<p>Teacher evaluations. T.A.B.E. assessments. Classroom Core Assessments.</p>	<p>Allotted money from the district budget.</p>
<p><u>Activity #3</u> Monthly team meetings using ABC (Attendance, Behavior, Class-work) to evaluate student progress.</p> <p><u>Scientific research base (if activity is teaching/learning):</u> "Assessment serves us best when it informs classroom level decisions and helps students believe in themselves." (Sliggins, R.J., 2000).</p>	<p>The evaluation will take place on a monthly basis.</p>	<p>TMLC teachers.</p>	<p>ABC format and staff input. Quarterly analysis of this data</p>	<p>Staff salary determined by the district budget.</p>

<p>SCHOOL IMPROVEMENT GOAL</p> <p>Goal # 2: To increase academic achievement in math by a 1-2 ratio (1 month of growth for every 2 months attendance) for each individual student as measured by a pre and post T.A.B.E.</p>	<p>RATIONALE FOR THE GOAL</p> <p>The majority of our students are at or below grade level in Math based on lack of academic achievement at their home school.</p>
<p>STANDARD(S) SUPPORTED BY THIS GOAL</p> <ul style="list-style-type: none"> 6. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions. 7. Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy. 	<p>EVALUATION (How will the goal be measured?)</p> <p>The math assessment portion of the T.A.B.E.</p>

<p>SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)</p>	<p>TIMELINE</p>	<p>PERSONS RESPONSIBLE WITH ACCOUNTABILITY</p>	<p>MEASURES FOR THE ACTIVITY</p>	<p>RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)</p>
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<p><u>Goal # 2 , Activity # 1</u> Assessment data will be used to identify students' math weaknesses and modify instruction appropriately.</p> <p><u>Scientific research base:</u> Assessment practices must change along with curriculum in the process of making the Standards a reality. NCTM, 1989.</p> <p><u>Activity #2:</u> All teachers will participate in Professional Behavioral Instructional Strategies (PBIS) training coordinated by the RISD.</p> <p><u>Activity #3</u> Monthly team meetings using ABC (Attendance, Behavior, Class-work) to evaluate student progress.</p> <p><u>Scientific research base (if activity is teaching/learning):</u> "Assessment serves us best when it informs classroom level decisions and helps students believe in themselves." (Sliggins, R.J., 2000)</p>	<p>The assessment will be given to the student twice a year as a pre and post test</p> <p>October-June 2004-2005</p> <p>The evaluation will take place on a monthly basis.</p>	<p>Teachers and Para Professionals 7-12th.</p> <p>TMLC teachers.</p> <p>TMLC teachers.</p>	<p>T.A.B.E. assessment Core Classroom Assessments.</p> <p>Teacher evaluations. T.A.B.E. assessments. Classroom Core Assessments.</p> <p>ABC format and staff input. Quarterly analysis of this data</p>	<p>Teacher's salary determined by the district budget.</p> <p>Allotted money from the district budget.</p> <p>Staff salary determined by the district budget.</p>

SCHOOL IMPROVEMENT GOAL Goal # 3: To decrease the number of written referrals school wide by 2% after the baseline is determined as measured by the SWISS program to facilitate student achievement.		RATIONALE FOR THE GOAL To increase appropriate social skills in school and the community.		
STANDARD(S) SUPPORTED BY THIS GOAL 24: Promote and enhance health and wellbeing through the use of effective communication and decision-making skills.		EVALUATION (How will the goal be measured?) The SWISS program.		
SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	TIMELINE	PERSONS RESPONSIBLE WITH ACCOUNTABILITY	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)

<p><u>Goal # 3 , Activity # 1:</u> Develop Positive Peer incentives to motivate students to display appropriate behavior.</p>	<p>August 2004-ongoing.</p>	<p>Teachers, Para professionals and all other support staff 7-12th.</p>	<p>SWISS Number of students on level 2 or 3 in the behavioral modification program.</p>	<p>Teacher's, Para professional, and all other support staff salary determined by the district budget. District supply line item budget. Building activity fund.</p>
<p><u>Activity #2:</u> Develop Stop it and Drop it discipline program.</p> <p><u>Scientific research base (if activity is teaching/learning):</u></p>	<p>September 2004-ongoing</p>	<p>Teachers, Para professionals and all other support staff. Discipline committee.</p>	<p>SWISS Number of students on level 2 or 3 in the behavioral modification program.</p>	<p>Teacher's, Para professional, and all other support staff salary determined by the district budget.</p>

<p>SCHOOL IMPROVEMENT GOAL Goal # 4: To increase overall attendance by 5% annually as measured by the quarterly attendance record.</p>	<p>RATIONALE FOR THE GOAL For learning to take place, students must be present.</p>
<p>STANDARD(S) SUPPORTED BY THIS GOAL 24: Promote and enhance health and wellbeing through the use of effective communication and decision-making skills.</p>	<p>EVALUATION (How will the goal be measured?) Monthly attendance reports</p>

<p>SPECIFIC, MEASURABLE STEPS TO BE TAKEN (ACTIVITY/STRATEGY)</p>	<p>TIMELINE</p>	<p>PERSONS RESPONSIBLE WITH ACCOUNTABILITY</p>	<p>MEASURES FOR THE ACTIVITY</p>	<p>RESOURCES FOR ACTIVITY (PEOPLE, TIME, MONEY)</p>
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<p><u>Goal # 4 , Activity # 1</u> A paraprofessional and/or secretary will call parents for the students who are absent.</p> <p><u>Scientific research base (if activity is teaching/learning):</u></p> <p><u>Activity #2:</u> Increase curricular offerings including vocational and fine arts programs.</p> <p><u>Activity #3:</u> Provide motivational activities such as field trips, lunch with the principal, Friday activities, school assemblies, and provide exciting activities for students.</p> <p><u>Activity #4:</u> Monthly team meetings using ABC (Attendance, Behavior, Class-work) to evaluate student progress.</p> <p><u>Scientific research base (if activity is teaching/learning):</u></p>	<p>September 2004 - ongoing.</p> <p>August 2005 – ongoing.</p> <p>August 2005 - ongoing.</p> <p>The evaluation will take place on a monthly basis.</p>	<p>Para Professionals, Secretary</p> <p>Principal, TMLC staff.</p> <p>Principal, TMLC staff</p> <p>Principal, TMLC teachers, Para professionals and other support staff.</p>	<p>Monthly attendance report.</p> <p>Yearly attendance report.</p> <p>Attendance log.</p> <p>Class offerings.</p> <p>Assess current staff and resources.</p> <p>Monthly attendance.</p> <p>Monthly staff meetings.</p> <p>ABC forms.</p> <p>ABC format and staff input.</p> <p>Monthly analysis of this data</p>	<p>Para professional and secretaries salary as determined by the district budget.</p> <p>Staff salaries determined by the district budget.</p> <p>Potential grant resources.</p> <p>Staff salary determined by the district budget.</p> <p>Potential grant resources.</p> <p>Staff salary determined by the district budget.</p>
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Section 5: Professional Development

5.1 DATA COLLECTION

Various methods were used to identify professional development needs:

*Thurgood Marshall faculty meetings to identify strategies to improve student achievement resulting in professional development needs.

*District driven professional development, i.e. Koality Keys, Effective Instructional Strategies, Academic Excellence Instruction, Crisis Intervention Training.

5.3 RELATION TO GOALS AND ACTIVITIES

Goal / Activity	Professional Development
Improve reading achievement	Framework for Understanding Generational Poverty, Quality Keys, Effective Instructional Strategies, Academic Excellence Instruction
Improve math achievement	Framework for Understanding Generational Poverty, Quality Keys, Effective Instructional Strategies, Academic Excellence Instruction
Decrease referrals	Framework for Understanding Generational Poverty, Quality Keys, Effective Instructional Strategies, Academic Excellence Instruction
Increase attendance	Framework for Understanding Generational Poverty, Quality Keys, Effective Instructional Strategies, Academic Excellence Instruction

5.4 INTEGRATION OF TECHNOLOGY

Staff members have worked over the past few years to integrate technology in the curriculum. A mobile ibook lab is located in the school with full Internet access. Technology will be used to support the efforts to improve student achievement in then areas identified.

5.5 EVALUATION / CONTINUOUS IMPROVEMENT

Evaluation of professional development will be conducted after each training session.

5.6 MENTORING

District #41 has a formal Teacher Mentoring program. This program starts with a Teacher Orientation session prior to the school year. This orientation is one day. Its goal is to familiarize new teachers with the instructional philosophy, curriculum, and operations of the district. Each new teacher is assigned a mentor. The mentor meets with the new teacher to provide guidance and answer any questions.

Section 6: Family and Community Involvement

6.1 COMMUNICATION OF system

. Thurgood Marshall uses a variety of means to report progress to parents/ families about the progress of Thurgood Marshall. These include the following: newsletter, newspaper, telephone, TV/Radio, district web site, parent – teacher conferences, letters to the parents from the office and teachers.