CIWP

Thurgood Marshall Middle School

O'Hare Elementary Network

3900 N Lawndale Ave Chicago, IL 60618

ISBE ID: 150162990252882

School ID: 610321

Oracle ID: 41081

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Thurgood Marshall Middle School is a diverse community of life-long learners who are nurtured and empowered through an integrated educational program with an emphasis on literacy and a broad range of services for all students.
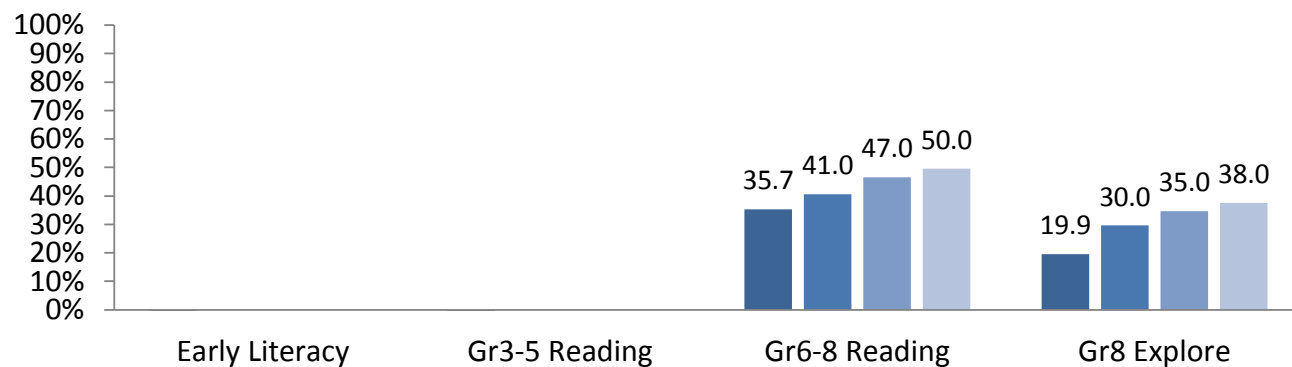
Strategic Priorities

1. Deliver Common Core aligned instruction supported by rigorous texts.

2. Effectively implement systems of positive behavioral intervention: CHAMPS and PBIS to foster a safe and nurturing school environment.

3. Develop a clear and concise system for the implementation and monitoring of our academic and behavioral interventions to meet students' individual needs.
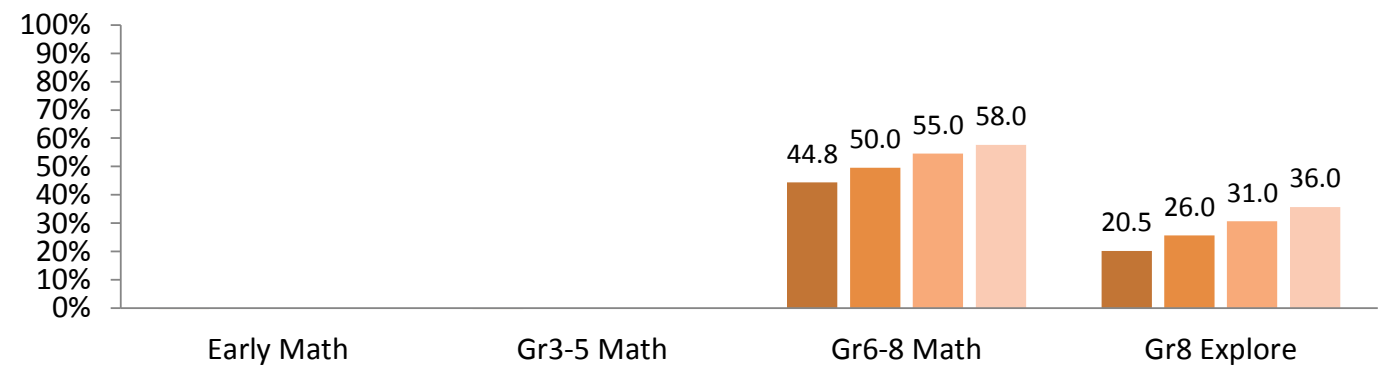
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy				
Gr3-5 Reading				
Gr6-8 Reading	35.7	41.0	47.0	50.0
Gr8 Explore	19.9	30.0	35.0	38.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math				
Gr6-8 Math	44.8	50.0	55.0	58.0
Gr8 Explore	20.5	26.0	31.0	36.0

CIWP

Continuous Improvement Work Plan
2012 - 2014

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Thurgood Marshall Middle School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Stephanie Bester	Classroom Teacher
Barbara Brodsky	Classroom Teacher
Cleide Silva	ELL Teacher
Maryann Brandt	Other
Roseanne Dennler	Classroom Teacher
Kelly Novello	Classroom Teacher
Rachel Mota	Assistant Principal
Paul Flaherty	Principal
Dee Brackin	Special Education Faculty
Danny Santiago	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Thurgood Marshall Middle School

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Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA					**Early Math** % of students at Benchmark on mClass	NDA			

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.7	41.0	47.0	50.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	44.8	50.0	55.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.9	54.0	60.0	63.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	47.2	53.0	59.0	62.0

8th Grade										
Explore - Reading % of students at college readiness benchmark	19.9	30.0	35.0	38.0		**Explore - Math** % of students at college readiness benchmark	20.5	26.0	31.0	36.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.0	95.0	95.1	95.2	**Misconducts** Rate of Misconducts (any) per 100	18.1	15.0	12.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	70.1	73.0	75.0	77.0	**ISAT - Reading** % of students exceeding state standards	4.0	10.0	13.0	18.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.7	82.0	85.0	86.0	**ISAT - Mathematics** % of students exceeding state standards	18.6	24.0	27.0	30.0
ISAT - Science % of students meeting or exceeding state standards	69.0	75.0	78.0	80.0	**ISAT - Science** % of students exceeding state standards	4.6	9.0	12.0	15.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**2**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	TMMS has a clear theory of action, but has too many competing priorities- implementing RtI & PBIS, increasing rigor, rolling out CCSS, developing Full Day, etc.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Professional development is organized, but is loosely linked to teacher teams. Principal monitors instructional practice and works with each staff member to set goals and focus on improvement.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	A core group of teachers performs nearly all leadership duties in the school.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT leads the work of improving teaching and learning school-wide and leads the approach to professional development- engaging in classroom observations and regularly analyzing data.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	TMMS has a systematic approach to analyzing data in order to make adjustments. The implementation is a little uneven across teacher teams.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**2**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Core instructional materials are the same for teachers of the same subject and grade level. However, the planning in certain subject areas needs to become more collaborative.	
	Instructional materials	-->		
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).		

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School wide data is reviewed routinely in the ILT. Some grade level teams use the assessment data to monitor student learning on a freqent basis, but this is not consistent across all teams.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Questioning is more heavily aimed at assessing basic student understanding. Instruction is most often delivered whole group with few opportunities for scaffolding learning- the level of rigor is not consistently high.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	TMMS uses school wide assessment data to determine which students are in need of intervention, and what interventions to implement, but the success of the interventions is not closely monitored.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Year long focused plan for whole staff professional development.	

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers meet regularly, but their agendas often focus on logistics and student misbehavior. Several teacher teams share ownership for student achievement. Teams are inclusive. Team leadership is uneven.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers do not receive adequate coaching and do not currently participate in an induction program. Six teachers are receiving training from CTPP program to be mentor teachers. Teachers occasionally receive quality feedback on planning and instruction.New teachers do not receive adequate coaching and do not currently participate in an induction program. Six teachers are receiving training from CTPP program to be mentor teachers. Teachers occasionally receive quality feedback on planning and instruction.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Some staff members reinforce expectations for all students.	
	Relationships	-->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students with disabilities are engaged in the school community. Patterns of interaction between students and adults or among students are a mix of respectful and disrespectful behavior.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	School is implementing School Wide Expectations and procedures for discipline violations. However, some teams handle discipline issues differently.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	TMMS proactively provides families with multiple opportunities to understand school performance and what students are expected to achieve to meet standards at their grade level.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers engage in ongoing communication with many families about student progress with phone calls, email, and conferences.	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school establishes a non-threatening, welcoming environment, but very few families respond to the invitation.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff often conduct intensive outreach, including home visits and collaboration with social service agencies.	
	College & Career Exploration and election	-->		**3**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	TMMS works with Gear Up and Columbia College to provide multiple opportunities to learn about college.	
	Academic Planning	-->		**2**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Information and support is provided for some students.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	School provides a wide range of extracurricular and enrichment opportunities that build leadership.	

6: College and Career Readiness Supports

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students participate in Explore.	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	TMMS collaborates with GEAR UP, an NEIU grant program that provides college tours to University of Chicago, Columbia College and other local colleges as well as information on the admission process and financial aid.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	TMMS works with feeder schools to ensure effective transitions.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	TMMS allocates spending to align with identified needs. Teachers and administration actively pursue partnerships and opportunities for outside funding.	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	TMMS administration actively works to build a pool of candidates and uses a multi-step process for screening potential candidates.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	TMMS designs a schedule based on student needs. Struggling students receive structured intervention in dedicated blocks.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Thurgood Marshall Middle School is a diverse community of life-long learners who are nurtured and empowered through an integrated educational program with an emphasis on literacy and a broad range of services for all students.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Deliver Common Core aligned instruction supported by rigorous texts.	TMMS needs to develop and implement a rigorous core curriculum because 45% of our students are not meeting growth targets.
2	Effectively implement systems of positive behavioral intervention: CHAMPS and PBIS to foster a safe and nurturing school environment.	TMMS needs to create a safe and supportive environment for all our students in order to facilitate sustained academic and personal growth.
3	Develop a clear and concise system for the implementation and monitoring of our academic and behavioral interventions to meet students' individual needs.	Less than 10% of our students are reading at their stretch lexile (benchmark to be college and career ready) and require systematic intervention to raise their reading levels. In an analysis of our current RtI initiative, TMMS staff indicated on the (SEF) School Effectiveness Framework that both academic and behavioral interventions are priority needs.
4	Optional	
5	Optional	

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2012-2014 Continuous Improvement Work Plan

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Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Deliver Common Core aligned instruction supported by rigorous texts.	TMMS needs to develop and implement a rigorous core curriculum because 45% of our students are not meeting growth targets.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing and understanding backward design for curriculum planning.	Professional Development	All	ILT	Summer 2012	On-going		
Content area departments will evaluate and supplement curriculum to ensure allignment to the Common Core standards.	Instruction	All	Departments / Content Area Teachers	Summer 2012	On-going		
Core teachers will develop English Language Arts units aligned with the Common Core State Standards using Understanding By Design	ILT/ Teacher Teams	All	Language Arts Teachers	Summer 2012	On-going		
Purchase literary texts and informational texts to support English Language Arts curriculum units	Instructional Materials	All	Administrators/ Reading Interventionist	Summer 2012	Quarter 1		
Science Teachers will attend professional development days in the summer and professional development days during the school year for SEPUP training and assistance with the implementation of the CMSI curriculum	Professional Development	All	Science Teachers	Summer 2012	On-going		
Hire 1 additional exploratory teacher to allow teams of teachers to meet weekly to analyze data (NWEA/MAP, Common Core Quarterly Assessments, ISAT, Achieve, ST Math), discuss student progress, and develop individual learning goals for their students	Staffing	All	Administrators/ Interview Team	Summer 2012	Summer 2012		
ILT members will meet regularly to discuss data, trends from instructional rounds and support teachers on how to incorporate rigorous instruction in their classrooms (Hess DOK Matrix)	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		

Strategic Priority 1

Offer professional development throughout the year for teachers on REACH and the CPS Framework for Teaching	Professional Development	All	Administrators	Quarter 1	On-going		
Provide clear communication to parents about college and career ready literacy expectations as well as links to additional higher level informational texts on a school web site.	Parental Involvement	All	LA Teachers/ Tech Coordinator	Quarter 1	On-going		
Teacher teams will implement the Word Generation vocabulary program.	ILT/ Teacher Teams	All	Core Content Teachers	On-going	On-going		
Teacher teams will identify students with ISAT and MAP scores in a position to move up to exceeds.	ILT/ Teacher Teams	All	ILT/Teacher Teams	On-going	On-going		
Teacher teams will use GAINS analysis to identify ACT standards that require additional instruction and incorporate those standards into a curriculum map.	ILT/ Teacher Teams	All	ILT/Teacher Teams	On-going	On-going		
Six teachers will receive training from the CTTP program to mentor teachers.	Professional Development	All	Mentor Teachers	Summer 2012	On-going		
Teachers will integrate technology projects in their curriculum to increase the rigor of the products that students produce in order to demonstrate mastery.	Instruction	All	Core Content Teachers	Quarter 1	On-going		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Effectively implement systems of positive behavioral intervention: CHAMPS and PBIS to foster a safe and nurturing school environment.	TMMS needs to create a safe and supportive environment for all our students in order to facilitate sustained academic and personal growth.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase SWIS to track student behavioral data.	Equipment/ Technology	All	Administration	Summer 2012	On-going		
Create a behavioral team to develop interventions for tier I, II, III.	ILT/ Teacher Teams	All	School Wide Expectations Committee	Summer 2012	On-going		
Continue our partnership with CTPP grants in conjunction with Loyola University Chicago in order to fully implement Positive Behavior and Supports.	Professional Development	All	School Wide Expectations Committee	Summer 2012	On-going		
PBIS team will meet with Dr. Hank Bohanon (Loyola) this summer (2012) to plan how to introduce the PBIS plan to the staff in September 2012	Professional Development	All	School Wide Expectations Committee	Summer 2012	Quarter 1		
Create a team to analyze the SWIS data to find trends, problems, and solutions to decrease the number of misconducts during the school year	Other	All	SWE Data Committee	Summer 2012	On-going		
Maintain our partnership with Youth Guidance to offer counseling services for at risk students	Other	All	Administrators/ School Social Worker	On-going	On-going		
PBIS teaching committee will develop lessons for teaching expectations during advisory	Other	All	SWE Teaching Committee	Summer 2012	On-going		
Homeroom teachers will hold monthly Olweus Bullying prevention sessions during Advisory	ILT/ Teacher Teams	All	Olweus Committee/ Homeroom Teachers	Quarter 1	Quarter 4		
Provide extracurricular after school programs to foster positive relationships between staff and students	After School/ Extended Day	All	Administrators/ Teachers	Quarter 1	Quarter 4		

Strategic Priority 2

Teachers will be trained to more faithfully implement CHAMPS in their classrooms (establishing routines and procedures for students)	ILT/ Teacher Teams	All	Administrators/ SWE Behavior Team	Quarter 1	Quarter 1		
Team teachers will meet regularly and consult with the behavior team when needed to discuss behavioral interventions for at risk students	ILT/ Teacher Teams	All	SWE Behavior Team	Quarter 1	On-going		
Teachers will acknowledge students with incentives/rewards for being respectful, responsible, and kind	ILT/ Teacher Teams	All	SWE Reinforcement Committee	Quarter 1	On-going		
Hold four to five school-wide celebrations to celebrate goal achievements	Other	All	SWE Reinforcement Committee	Quarter 1	On-going		

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Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Develop a clear and concise system for the implementation and monitoring of our academic and behavioral interventions to meet students' individual needs.	Less than 10% of our students are reading at their stretch lexile (benchmark to be college and career ready) and require systematic intervention to raise their reading levels. In an analysis of our current RtI initiative, TMMS staff indicated on the (SEF) School Effectiveness Framework that both academic and behavioral interventions are priority needs.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Revise and monitor a clearly defined RTI system.	Other	All	RTI committee and Behavior Team	Quarter 1	On-going		
Provide research based strategies for literacy and math intervention.	Instruction	Other student group	RTI committee	Quarter 1	On-going		
Increase number of sections of algebra to accommodate all eligible students for academic year 2012-2013	Staffing	Other student group	Administrators/ Math Department	Summer 2012	On-going		
Train Self-Contained Special Education teachers to effectively implement the Wilson Reading Program	Professional Development	Students With Disabilities	Administrators/ SPED Self-Contained Teachers	Summer 2012	On-going		
Offer the SES after school program for students identified as at risk academically	After School/ Extended Day	Other student group	Administrators/ Teachers	Quarter 1	On-going		
Provide after school enrichment programs for accelerated students	After School/ Extended Day	Other student group	Administrators/ Teachers	Quarter 1	On-going		
Use Achieve data to monitor and differentiate based on their students' reading progress	ILT/ Teacher Teams	All	Core Content Teachers	On-going	On-going		
Use ST Math Intervention data to monitor and differentiate lessons based on their students' progress	ILT/ Teacher Teams	All	Math Teachers	On-going	On-going		
Team teachers will meet regularly and consult with the behavior team when needed to discuss behavioral interventions for at risk students	ILT/ Teacher Teams	Other student group	SWE Behavior Team/ Teachers	Quarter 1	On-going		

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Strategic Priority 3

Provide extension opportunities in classes to support student learning needs based on current data (NWEA/MAP, ISAT, and assessments)	Instruction	Other student group	Administrators/ Teachers	Quarter 1	On-going		
Conference with students to set individual MAP goals.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teams will develop flexible groups for intervention/extension based on MAP goals.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps