



School Improvement Plan

Glenmor High School

Caledonia Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Glenmor HS is a small alternative high school that typically services between 15-25 students. Students either transfer in from CHS, or they move into the district and enroll directly after having come from another alternative school. Though some students had behavior issues while at CHS, most elect to enroll at Glenmor due to falling severely behind in credits. The building is located adjacent to Caledonia High School. The permanent staff at Glenmor consists of a lead teacher who also is responsible for day-to-day administrative duties, and several part-time paraprofessionals who perform secretarial duties and assist in the educational process. The rest of the teaching staff is comprised of teachers from CHS.

Though enrollment has remained relatively stable the past several years, Glenmor has seen an increase in the number of younger students electing to transfer in. Historically it was juniors and seniors enrolling, but the past several years has seen a number of sophomores enrolling. Another change currently being experienced is the increased use of on-line learning at Glenmor. Initially on-line opportunities were used for credit recovery purposes. Teachers are now taking advantage of on-line programs to foster a blended learning environment. This use of blended learning aides in dealing with students who come over needing a variety of credits to make up.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Each school in the district subscribes to the same mission statement: "In pursuit of excellence, Caledonia Community Schools will empower and equip all persons to achieve their best by ensuring the highest quality system for learning."

As an alternative high school, Glenmor continually seeks effective ways to educate its students and prepare them for life after high school.

Besides regularly-scheduled staff meetings, discussion among administration and central office occurs to consider how best to deliver instruction to Glenmor students. Though Glenmor students are held accountable to the same benchmarks and standards as students at Caledonia High School, the smaller enrollment size allows for more creativity in how that instruction is delivered.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements in the past several years include 100% parent participation in parent/teacher conferences, as well as alignment of curriculum to meet state/national standards.

Improvement goals for the next three years include the following: alignment of on-line courses to meet the needs of a diverse student population, a 100% graduation rate for all students, and continued development/support of a counseling program to assist with student social-emotional needs as they relate to behavior and learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Staff and stakeholders of Glenmor High School continuously evaluate programming and instructional delivery in an effort to best serve the student population.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Caledonia High School assistant principal, who heads the Glenmor school improvement process, took responsibility for completing the improvement plan. Glenmor's teaching staff consists of teachers from CHS who have responsibilities in both buildings. Given this fact, the assistant principal plays the primary role in the improvement process. Glenmor's lead teacher is consulted during the process to assist in providing information and data. Data is also provided by central office. The lead teacher identifies a parent stakeholder and provides that parent with information about the improvement process.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Glenmor's lead teacher, along with personnel in the district central office, provide information and data to complete the improvement plan. The parent stakeholder is apprised of how the improvement plan is completed and then is provided a pdf copy of the plan when it is completed.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

All stakeholders are provided a pdf copy of the improvement plan upon its completion. Glenmor staff refers to the improvement plan throughout the school year during regularly scheduled staff meetings, using it to help guide instruction.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment has remained steady, therefore posing no significant challenges.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Improving daily student attendance needs to be addressed.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The number of student discipline issues has decreased the past several years, therefore posing no significant challenges. The addition of an incentive program this year has aided in lowering discipline referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Steps can be taken to improve communication between school and home: more frequent calls home for good and bad issues, creative means of notifying parents of student progress. In general, parents need to be better informed about daily goings-on of the school.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Lead teacher/administrator has 10+ years of teaching experience. This should have a significant impact upon student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

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All teachers have at least 5 years of experience. This should have a positive impact on both student achievement and classroom management. On-line learning is the primary mode of instruction, but teachers do blend in other methods of instruction as needed.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Teacher leader absences were relatively low. Several of those absences were related to teacher professional development, as well as visiting other alternative programs in the area. Consistent teacher presence in the classroom should have a positive effect upon student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences were relatively low, with most being attributed to personal and/or sick days. Consistent teacher presence in the classroom should have a positive effect upon student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

As Glenmor is staffed by Caledonia High School teachers, continued intentionality in CHS scheduling will be important to free up veteran teachers to support Glenmor classes/students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Communication between stakeholders is effective: the lead teacher communicates well with students/parents/district administration.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Learning opportunities for families/community members, and forging community partnerships continue to be areas that pose a challenge. Frequent communication between building/district leadership in these areas is required to forge ahead.

12. How might these challenges impact student achievement?

Given that all students are identified as at-risk, offering educational programs to families should have a positive impact on student success/achievement. Forging community partnerships would aid in providing educational programs to families.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Survey parents to determine what, if any, learning opportunities they would be interested in. Identify resources available to meet these needs. Contacting local business to discuss possibility of partnerships with the school. The establishment of regular communication with neighboring alternative programs, to discover what others are doing, would serve building leadership well in moving forward.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities work with teacher consultant to ensure that all needs are met. Teacher consultant communicates with teaching staff/administration, as well as the families of students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Glenmor currently does not offer extended learning opportunities. Students can apply to KCTC to take classes, and summer school opportunities are available through the MySchool program at the KISD. On a limited basis, some students are able to take elective courses at Caledonia High School to supplement their coursework.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are provided information/assistance if interested in opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Glenmor students use the Apex on-line program for all classes; Apex is currently aligned with state standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

NA

19b. Reading- Challenges

Providing all on-line content has inherent challenges in getting students to read the information provided before taking the course assessments. Staff meet to determine extent of on-line requirements (i.e. coursework required beyond quizzes/tests).

19c. Reading- Trends

No significant trend data exists due to low student numbers.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will provide strategies, including how to search for/read included material, for students to be more successful on on-line assessments. Teachers will provide appropriate blending of instruction, when necessary, to supplement on-line coursework.

20a. Writing- Strengths

Glenmor scored above state target for writing.

20b. Writing- Challenges

No challenges identified

20c. Writing- Trends

No significant trends can be established due to low student numbers

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

21a. Math- Strengths

No strengths identified

21b. Math- Challenges

Glenmor students have scored low in math

21c. Math- Trends

No significant trend data exists as student numbers are too low

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will improve monitoring students' on-line progress and provide more one-on-one or small group instruction when necessary.

22a. Science- Strengths

No strengths identified

22b. Science- Challenges

Students have scored low in science

22c. Science- Trends

No significant data trends established due to low student testing numbers

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will provide strategies to students on how to search/read relevant information to improve success on on-line assessments.

Teachers will also provide blended instruction (i.e. labs) to supplement on-line coursework.

23a. Social Studies- Strengths

No strengths identified

23b. Social Studies- Challenges

Glenmor students below state targets for social studies

23c. Social Studies- Trends

No significant trend data exists due to small testing numbers.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will provide strategies to students on how to search/read relevant information to improve success on on-line assessments, and will provide blended instruction to support on-line coursework when necessary.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Teachers expect students to work hard and challenge them to think/solve problems. Teachers are generally concerned about students' well being.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Lowest student satisfaction in areas of being excited about learning, and in having pride in school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Staff has created an incentive program that ties student work with a variety of incentives.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents appreciate various modes of communication provided by school, and smaller class sizes.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Not enough variety in curriculum due to all on-line instruction.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Students in good standing will be offered opportunities to take electives at CHS. The new student incentive program will also increase student satisfaction, thereby increasing parent satisfaction.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers feel supported by administration; teachers appreciate getting to know students personally due to low student-teacher ratio.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teachers feel they have little voice in the direction the school takes.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Administration will include teachers in discussions regarding future Glenmor HS operations.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Stakeholders generally appreciate that Caledonia Community Schools has an alternative option available for students.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

No areas identified.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

NA

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Three-year trend data (though not statistically significant) continues to show students scoring below state targets in the areas of reading, math, science, and social studies. Student survey data indicates a lack of pride in school, and that all on-line instruction may be the root cause. Administration/teaching staff will need to evaluate the success of the current means of instruction and determine if Apex is the best tool, and also how to possibly incorporate more teacher-led instruction into the school day.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Improving school climate should lead to improved student achievement. Ongoing discussion regarding school format should lead to improved school climate. The new incentive program has already shown a change in student attitudes and work ethic.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Teaching staff will work towards improving day-to-day operation, including more effective use of on-line instruction. CCS administration will also be taking an in-depth look at how to improve services currently provided to students.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Glenmor HS services students in grades 9-12.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.calschools.org/downloads/curriculum/glenmorannualreport13-14_20140818_160122_63.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Students access EDPs through Naviance.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Students update EDPs through access via Naviance.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Matt Armstrong Lead Teacher Glenmor High School 8948 Kraft Ave SE Caledonia, MI 49316 (616)891-8236	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	District-wide volunteer plan: http://www.calschools.org/district/volunteering-/	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Glenmor High School 2016-17

Overview

Plan Name

Glenmor High School 2016-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$50000
2	All students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$50000
3	All students will be proficient in writing	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$50000
4	Teachers and administrators will continue implementing the Marzano Framework	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3898
5	All students will be proficient in social studies	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$50000
6	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$50000

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

46% of Eleventh grade students will demonstrate a proficiency on SAT/M-STEP in Mathematics by 06/09/2017 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support and Intervention - Staff will research and employ best practices around mathematics instruction using accepted PLC strategies.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individual and small group instruction in mathematics to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Section 31a	Glenmor staff
Activity - Monthly PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Glenmor teaching staff

Goal 2: All students will be proficient in reading.

Measurable Objective 1:

54% of Eleventh grade students will demonstrate a proficiency on SAT/M-STEP in Reading by 06/09/2017 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support and Intervention - Staff will research and employ best practices around reading comprehension and fluency using accepted PLC strategies.

Category:

Research Cited: "Report of the National Reading Panel: Teaching Children to Read"- (2004); Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individual and small group instruction in reading to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Section 31a	Glenmor staff

Activity - Monthly PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Glenmor staff

Goal 3: All students will be proficient in writing

Measurable Objective 1:

57% of Eleventh grade students will demonstrate a proficiency on SAT/M-STEP in Writing by 06/09/2017 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support and Intervention - Staff will research and employ best practices around writing instruction using accepted PLC strategies.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

Activity - Monthly PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Glenmor staff

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individual and small group instruction in writing to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Section 31a	Teachers, Principals

Goal 4: Teachers and administrators will continue implementing the Marzano Framework

Measurable Objective 1:

demonstrate a proficiency in the Marzano Framework by 06/09/2017 as measured by staff attendance and documentation of professional development sessions.

Strategy 1:

Implementing Best Practice - Administrators and Teacher Representatives will continue training in the Marzano Framework and continue implementation. These educators will train other CHS/Glenmor staff members using a trainer of trainer model.

Category: Learning Support Systems

Research Cited: The Art and Science of Teaching; Marzano; January 2007

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher representatives and administrators will attend professional development sessions throughout the year, and work within departments during scheduled half days, to study the Marzano Framework.	Professional Learning	Tier 1	Implement	07/01/2016	06/09/2017	\$3898	Title II Part A	Teachers and Administrators

Goal 5: All students will be proficient in social studies

Measurable Objective 1:

52% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on SAT/M-STEP in Social Studies by 06/09/2017 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support and Intervention - Staff will research and employ best practices around social studies instruction using accepted PLC strategies.

Category: Social Studies

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive individual and small group instruction in social studies to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Section 31a	glenmor staff
Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Glenmor staff

Goal 6: All students will be proficient in science

Measurable Objective 1:

51% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on SAT/M-STEP in Science by 06/09/2017 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support and Intervention - Staff will research and employ best practices around science instruction using accepted PLC strategies.

Category: Science

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006)

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individual and small group instruction in science to support their academic needs	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Section 31a	teachers
Activity - Monthly PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$0	No Funding Required	teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Students will receive individual and small group instruction in writing to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Teachers, Principals
Interventions	Students will receive individual and small group instruction in social studies to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	glenmor staff
Interventions	Students will receive individual and small group instruction in science to support their academic needs	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	teachers
Interventions	Students will receive individual and small group instruction in mathematics to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Glenmor staff
Interventions	Students will receive individual and small group instruction in reading to support their academic needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$50000	Glenmor staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework Training	Teacher representatives and administrators will attend professional development sessions throughout the year, and work within departments during scheduled half days, to study the Marzano Framework.	Professional Learning	Tier 1	Implement	07/01/2016	06/09/2017	\$3898	Teachers and Administrators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Glenmor High School

Monthly PLC meetings	Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Glenmor teaching staff
Monthly PLC Meetings	Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Glenmor staff
Monthly PLC meetings	Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Glenmor staff
Monthly PLC meetings	Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Glenmor staff
Monthly PLC Meetings	Monthly staff meetings will be held to develop/implement PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$0	teachers