



# **School Improvement Plan**

**John Glenn High School**

**Bangor Township 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?**

John Glenn has a population of about 838 students in a middle class area of Michigan. Our enrollment has been similar for the past five years. We offer a full comprehensive high school educational experience. John Glenn offers a variety of athletic and extracurricular activities. Our drama department is widely recognized. We service students from the Bangor Township area as well as the rest of mid-Michigan. District wide almost 40% of our student population is school of choice. John Glenn High School serves as community resource.

## **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.**

John Glenn High School's MISSION is to educate all students to their highest potential. We, as a school community offer a wide range of curricular and extra curricular opportunities for our students. Ours is an environment where staff and students collectively work toward a common goal. It is a great place to attend school and to work.



## **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.**

Areas of achievement are the we are designated a green school by the Bay City Commission. We are also a school that has a great deal of technology with a committee dedicated to improving our practice. SAFE system implementation to support online instruction and school safety. We also have implemented AP as well as intervention courses. Areas of improvement are our graduation rate as well as state test scores. Much more detailed information can be found in the data analysis section of this document.

## **Additional Information**

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

none

# **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.**

The school improvement team consisted of department leaders, administration, and curriculum leaders. Parent, staff and students had the opportunity to participate in climate surveys. The students are given opportunity for additional input via the Superintendent Focus Team comprised of three students from each grade level, the Superintendent, and the Director of Instruction.

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

District goals, teaching staff, administrators, and students guided the goals and activities that the plan is based on.

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

Staff meetings held monthly were the improvement plan is addressed. The goals and objectives from our plan is posted for the public to see.

# 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?**

Our 2016 February count places us at 838 students. Our numbers over the last five years are as follows: 2011 (889), 2012 (871), 2013 (854), 2014 (847), 2015 (847). Our last three years of data have shown a fairly stable population. BTVS has impacted our enrollment since its inception in January of 2015. We anticipate it will have a greater impact next year as it continues to grow. I think we will always have a challenge to maintain our numbers or increase. We accept a large number of school of choice students but we are very selective about whom we take.

### **Student Demographic Data**

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

Our current system of monitoring student attendance is flawed and inconsistent. We have a number of students who are truancy problems and we have had some meetings but we have not followed the current policy as it has been written. Not that our data in this regard is not important, but we are focusing our efforts on next year. Additions have been made to our student handbook which will greatly improve our overall student attendance. There have also been some reevaluation of our current process at the building and a solid process will be in place in the Fall. It will be building administrations responsibility to ensure it is handled consistently.

### **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?**

In the last three years our identified issues are classroom disruptions, truancy, e-cigarettes, and the occasional drug suspension/expulsion. Classroom disruptions have not shown a great amount of change. We do continue to have struggles with our student attendance. This year there has been a dramatic improvement of e-cigs and vape pens being confiscated at the high school. We had less than 5 cases this year. Lastly, we had a couple of drug suspensions but overall this has not become a major problem this year.

### **Student Demographic Data**

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

We are willing to confront our current reality. Changes have already been made to improve our handling of student attendance and we continue to enforce strict policies in regards to our other aforementioned challenging areas.

In regards to student enrollment we continue to receive a large number of school of choice students because of our learning environment, excellent instructors, and extra curricular activities. Within the next couple of years we will be able to list achievement data in that group.



**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?**

We have a good mix of veteran teachers and those who are fairly new to the profession. Our administrative team also has a blend with a unique set of experiences. The greatest impact on student achievement will result from the dedication of our teaching staff. We are truly blessed to have an outstanding group of professional educators. Even our veteran teachers are ready to try new things and embrace other methods. Our veteran teachers also do an amazing job of mentoring our newer teachers and supporting them in and out of the classroom. Simply put, collectively, this group is about what can be done together to help students learn.

**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?**

As previously stated we have a mix of veteran and newer teachers. This is beneficial because we have the institutional knowledge which the veterans provide with the recent training and new ideas of our younger staff. It has proven to be a powerful blend.

**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?**

Our administrative team has not missed very much school at all, probably 5 absences or less combined. It is important for leadership to be present and impactful on a daily basis. Without the presence and leadership of building administration many things can suffer, with student achievement being one of them.

**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?**

The vast majority of our professional development is done outside the instructional day. Teacher absences do negatively impact student achievement as both instruction and consistency create gaps in student learning. There is also an increase in misbehavior when the teacher is frequently absent. We also struggle to find quality subs when our teaching staff are absent.

**Teacher/School Leader(s) Demographic Data**

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

N/A



## **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?**

Our highest rated strand was Strand II: Leadership for Learning, with an overall rating of 2.62. With Indicator L (Guidance and Support for Teaching and Learning) and Indicator R (Resource Allocation) being fully implemented. We are also in full implementation in Strand I: Teaching for Learning, Indicator D: Effective Instructional Practices and Strand III: Professional Learning Culture, Indicator T: Collective Responsibility.

### **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?**

In Evaluating our review we had an overall ranking of a 2.5 in both Strand III: Professional Learning Culture & Strand IV: School, Family, and Community Relations. In Strand III: Professional Learning Culture, Indicator U: Purposeful Planning and Strand IV: School, Family, and Community Relations Indicators W: Approaches and Tools and Indicator Y: Learning Opportunities were all in the partial implementation stage.

### **12. How might these challenges impact student achievement?**

Both Strands III and IV greatly impact student achievement. In reference to Strand III the research shows that highly effective schools with high student achievement enjoy great relationships with all of their stakeholders. These relationships can be established in a variety of ways but have to have open two way communication. In reference to Strand IV a learning environment defined by an open and risk taking professional learning culture creates multiple benefits in the classroom. As teachers begin to rely upon and trust one another, best practices are shared, student work samples are evaluated, and common assessments are created. All of the above will contribute to a high performing school.

### **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.**

Beginning with confronting our current reality and problem solving the areas we recognize as challenging is how we will start. The value is in the process and discussion. This year we already have a great start on developing true professional learning communities. In some content areas we have changed the curriculum sequence, in others we have eliminated unnecessary levels of classes. Maybe most importantly we are engaged 6-12 in conversation about what is best for students. We will continue to streamline and improve our communication with all stakeholders through our Facebook page, marquee, and messaging system. We are going to pool our resources to eliminate some sparsely attended events and enhance the ones we currently have for parents and community. We will continue to share best practices among instructors and align curriculum both horizontally and vertically.

**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?**

We will follow all IEP and 504 plans to the letter. We will also participate in all district and ISD let initiatives that will support those student groups. Our staff here at John Glenn High School has consistently gone beyond expectation to provide an amazing learning environment for those students. We have checks and balances to ensure these processes are adhered to both at the building and district level.

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

We have a number of higher level classes for our students. We have AP Biology, Calculus, Exploratory Lit, and US History. We also have multiple Honors courses across content levels. Robotics is a new course this year and we provide other activities like Student Senate, snow sculpting and We offer our students the opportunity to dual enroll as well. For some of our struggling students we offer strategic support classes, E2020, and summer school.

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

Available data is analyzed and students are identified. Counselors will schedule them into the appropriate classes then parents will be notified.

**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?**

Our teaching staff uses planbook to document their lesson plans. There is a lot of sharing within department of best practices. Pacing and curriculum guides are consulted to make sure that students receive the necessary instruction to be successful at the next level. Conversations are held 9-12 and 6-12 to ensure alignment and alleviate "gaps" in student learning.

**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.**

N/A

## **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**

According to our Spring 2015 MSTEP data our 59.3% of our 11th graders were proficient. That is exactly 10.0% higher than the state average of 49.3%. Our students did a very good job in Claim 1 (Reading analytically of complex texts) Target 5 - Analyze relationships among literary elements within or across narrative texts (79.9%) Target 4 - Make an inference/provide a conclusion of a narrative text; use supporting evidence to justify/explain inferences (69.1%) and Target 7 - In a narrative text, interpret/analyze fig. language or connotative meanings and their impact on meaning or tone (63.2%). The department also listed narrative text and identifying/using literary elements as strengths

### **19b. Reading- Challenges**

Despite being above the state average in MSTEP we still have some areas to improve. From the Reading claim 1: Target 14 - In informational text analyze fig language or connotative meanings and their impact on meaning/tone (10.3%) Target 2 - Summarize central ideas/key events of a narrative text using key details from the text (19.4%) and Target 9 - Summarize central ideas, key events, procedures, or topics and subtopics in an informational text (21,9%). Some of the challenges that were recognized were the summarizing of informational text, figurative language, and inference questions.

### **19c. Reading- Trends**

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(54.1%), 2011 (63%), 2012 (56%), and 2013 (65%). Our scores have been good over this time period. We are looking forward to analyzing our SAT data to see how we rank. This is also the first year of full implementation of our MAISA units, so we are looking forward to assessing their impact.

### 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.**

Overall we will be working more on informational text (figurative language, inferring, summarizing). We are also using a new curriculum for our Strategic lit courses. We feel this will help not only our bottom 30% but also increase the number of students who are proficient.

### 20a. Writing- Strengths

Overall the department feels that our students perform very well on argument writing tasks. Our data shows that for Claim 2 - Students can produce effective writing for a range of purposes and audiences, we are strong in the following areas: Target 6 - Apply argumentative strategies when writing/revising text that express arguments about topics (55.4%), Target 8 - Strategically use language and vocabulary/style appropriate to the purpose/audience when revising/composing texts (52.9%), Target 3 - Apply various writing strategies when writing/revising informational/explanatory text (51.5%).

### 20b. Writing- Challenges

Overall the department feels we can improve in the following areas: appropriate grammar use, narrative elements, and transitions when evaluating someone's piece of writing. Our data shows that we need to improve in the following areas: Target 1 - Apply narrative techniques, structures, and transitions when writing/revisiting narrative text (33.6%) and Target 9 - Use grade-appropriate grammar usage to clarify a message and edit narrative, explanatory, and argumentative texts (37.0%).

### 20c. Writing- Trends

According to our MME data our writing scores increased almost 16% over a five year plan. Beginning in 2009 (41.3%), 2010 (41.6%), 2011

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(53.0%), 2012 (46.0%), and 2013 (57.0%). With the change from MME to MSTEP and from ACT to SAT we will need to establish new trend data going forward.

### 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.**

As a department, we are going to need to integrate a stronger grammar section. The students need more practice evaluating an outside piece of writing, not one of their own. There will also be a renewed focus on using narrative elements correctly.

### 21a. Math- Strengths

Our Spring 2015 MSTEP data shows that collectively 32.4% of our 11th graders were proficient. This is 3.9% above the state average of 28.5%. Three of our strengths from Claim 1 are: Target L- Interpret functions that arise in applications in terms of context (86.8%) Target O- Define trigonometric ratios. Solve problems involving right triangles (58.3%) and Target P- Summarize, represent, and interpret data (65.0%)

### 21b. Math- Challenges

Three of our challenging areas, according to Spring 2015 MSTEP data, are from Claim 1 and Claim 4. Claim 1 Target G- Create equations that describe numbers or relationships (12.0%) Claim 4 Target A- Apply mathematics to solve problems arising in everyday life, society, and workplace (17.2%) and Claim 4 Target E- Analyze existing model or develop model of a real phenomenon (9.3%).

### 21c. Math- Trends

Our MME data shows that we have been showing incremental gains the last five years with a dip in 2012-13. Beginning in 2009 our students

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were proficient 26.0%, 2010- 29.2%, 2011- 38.0%, 2012- 27.2%, and 2013- 33.0%. Historically our students have been weak in problem solving and it appears we are continuing with this trend.

### 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.**

Our Math Dept is now incorporating Engage NY math units

### 22a. Science- Strengths

According to our Spring 2015 MSTEP data we are below that state average for proficiency. Our department identified five strengths: Biology- Expectation B3.2C - Draw the flow of energy through an ecosystem (80.9%) Chemistry- Expectation C5.2B - Distinguish between chemical and physical changes (64.7%) Inquiry- Expectation R1.1C - Conduct scientific investigations using appropriate tools and techniques (86.3%) Physics- Expectation P4.9B - Explain how various materials reflect, absorb, or transmit light in different ways (80.9%) Earth- Expectation E2.4A - Describe renewable and nonrenewable sources of energy for human consumption (75.5%)

### 22b. Science- Challenges

According to our Spring 2015 MSTEP data 21.6% of our students were proficient in the Science portion of the assessment. That is 7.8% below the state average of 29.4%. Our staff selected five challenges: Biology- Expectation B5.1B - Explain why mutations occurring in gametes can be passed on to offspring (30.9%) Chemistry- Expectation C2.2A - Describe conduction in terms of molecules bumping into each other to transfer energy (31.4%) Inquiry- Expectation R1.2D - Evaluate scientific explanations in a peer review process or discussion format (38.7%) Physics- Expectation P2.2B - Use the change of speed and elapsed time to calculate the average acceleration for linear motion (24.0%) Earth- Expectation E3.4A - Use the distribution of earthquakes and volcanoes to locate plate boundaries (26.5%)

### 22c. Science- Trends

Our MME trend data shows an up and down pattern in proficiency, beginning in 2009 (27.8%), 2010 (22.2%), 2011 (33.0%), 2012 (21.0%), and 2013 (30.0%). As stated earlier our 2015 Spring MSTEP data shows us at almost 8% below the state average. Through discussion between department members it was determined that graphing continues to be a concern.



### 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.**

Our students proficiency scores continue to hover at or below the state average. The department identified three targeted areas of instruction to improve upon. They are as follows: Continue to focus on graphing by creating activities or utilizing those already present in Scientific magazines and journals, Increase the use of story problems, and in 9th grade Physical Science they will continue to focus on application and analysis.

### 23a. Social Studies- Strengths

According to our Spring 2015 MSTEP data our students tested below the state average. Our strengths were identified as: U.S. History & Geography- Expectation U9.2.02 - Analyze the 9/11 change US domestic/international policy (80.9%) Expectation U8.3.01 - Analyze struggle civil rights: African Americans (72.5%) Expectation U8.1.02 - Evaluate American policy: "containing" Soviet Union (62.3) World History& Geography- Expectation W4.3.03 - Explain: Chinese dynasties responded to challenges (85.8) Expectation W7.2.01 - World War 1 - Analyze the causes, characteristics, and long-term consequences (61.8%) Civics- Expectation C5.2.01 - Explain distinction: citizens by birth/naturalization/non (70.6%) Expectation C4.2.04 - Identify purposes of international organizations (69.6%) Economics- Expectation E1.4.03 - Analyze how governments use/generate revenue (80.4%) They also agree as a department that students have a firm understanding of the Roaring Twenties, Social programs, and Constitutional Government.

### 23b. Social Studies- Challenges

According to our Spring 2015 MSTEP data, 36.8% of our students were proficient. That is 7.1% below the state average of 43.9%. Some of our challenges are: U.S. History & Geography- Expectation U7.1.01 - Evaluate Roosevelt's New Deal Policies (26.0%) Expectation U9.2.02 - Explain US role as a super-power in post-Cold war (35.3) World History & Geography- Expectation W6.2.03 - Analyze industrialization across the world (19.6%) Expectation W4.2.02 - Describe geographical patterns of Mongol Conquest (28.9%) Civics- Expectation C3.3.03 - Explain tension federal/state/local power (30.9%) Economics- Expectation E1.4.02 - Analyze role of government in protecting consumers (32.4%) Expectation E3.2.02 - Assess trade policies: domestic activity/world trade (35.8%) The department also expressed these challenges: lack of released items to teachers, sequence of course offerings, and no big picture questions.

### 23c. Social Studies- Trends

The number of students who were proficient on the 9th grade MEAP fluctuated over a 5 year period. Beginning in 2009, 38.7% of our students were proficient. 2010 (30.2%), 2011 (32.0%), 2012 (34.3%), and 2013 (30.7%). Additional trends will be established as the PSAT/SAT are taken yearly.

**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.**

NA

## **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?**

Students indicated the highest level of satisfaction in the following areas: Access to counseling, career planning, and other programs. School prepares me to deal with issues I face. Teachers work together to improve student learning.

### **24b. Student Perception Data**

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

Students indicated the lowest level of satisfaction in the following areas: Teachers provide me with information about my learning and grades. Rules are applied equally.

### **24c. Student Perception Data**

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

Previous to this year, there has never been a known expectation for the amount of times a teacher should enter grade information into skyward. Beginning the 2016-17 school year and agreed upon number will be established. In regards to consistency of rules, that will improve each year. This is the first year of this administrative team working together and policies and procedures are being outlined to ensure consistency.

### **25a. Parent/Guardian Perception Data**

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

The following areas were identified to have high levels of satisfaction: Safe environment and That at least one staff member in the school who advocates for his/her needs.

### **25b. Parent/Guardian Perception Data**

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

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The following are areas where satisfaction needs to improve: Communicating effectively about the schools goals and activities. My students teachers update skyward frequently and consistently.

### 25c. Parent/Guardian Perception Data

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

Better use of our messaging system. Continued use of our marquee and Facebook page, as well as the district website. As mentioned earlier there will be a known expectation on entering information into skyward grade book.

### 26a. Teacher/Staff Perception Data

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

John Glenn staff are satisfied with the following: Administrators support an innovative and collaborative culture, and they feel supported in this building in a way that will improve their classroom teaching.

### 26b. Teacher/Staff Perception Data

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

John Glenn staff show dissatisfaction in the following areas: How poorly administration monitored attendance, and how student achievement data is reflective of their classroom teaching.

### 26c. Teacher/Staff Perception Data

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

New additions to the handbook are putting more "teeth" into the consequences for students who have poor attendance. Policies are being established to ensure that student attendance will be handled correctly and consistently.

### 27a. Stakeholder/Community Perception Data

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

Collectively the highest levels of satisfaction are as follows: School Environment, teacher support, and condition of facility.

**27b. Stakeholder/Community Perception Data**

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

The areas of greatest improvement will be in communication (skyward gradebook), attendance, and consistency of rule enforcement.

**27c. Stakeholder/Community Perception Data**

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

As previously stated: There will be minimum expectations for skyward grade book entry, increased communication through all media sources, and increased monitoring of attendance.

## **Summary**

### **28a. Summary**

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

Our strengths have been our offering, we continually look at our activities and modify. We do a great job dealing with social/emotional issues but need to see increases in student scores.

### **28b. Summary**

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

our challenges are to use best practice and remain current. If not that could lower student success.

### **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?**

This is done by our activities that focus on reaching each students and supporting their needs

# **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.	Yes		

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	<a href="http://bangorts.sharpschool.net/board_of_ed/annual_reports">http://bangorts.sharpschool.net/board_of_ed/annual_reports</a>	JG AER

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Copies are sent in transition folders	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This is done at one on one meetings, IEPs, and 504 meetings	

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	Based on Michigan, and District Policies.	

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	Asst. Superitendant Diane Hurley. Edison Board Building 684-8121	

## School Improvement Plan

John Glenn High School

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.	No		

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).	Yes	Attached you will find the comprehensive PD plan that was created with district teachers, and the district leadership team, collaboratively. This plan is intentionally designed with our District Improvement goals and our School Improvement goals and will provide the guide and framework for where we are heading in the next school year.	BTS PD Plan 2016-17

# **JOHN GLENN 2016-17**

## Overview

### Plan Name

JOHN GLENN 2016-17

### Plan Description

MG 6-21-16

## 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	74.1% of students will be proficient readers and writers by 2018-2019 .	Objectives: 2 Strategies: 4 Activities: 18	Academic	\$6719
2	57.6% of students will demonstrate proficiency on grade level standards in Science by 2018-2019	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$2700
3	64.4% of students will be proficient in Social Studies by 2018-2019	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
4	62.4% of students will be proficient in Mathematics by 2018-2019	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$8400

## Goal 1: 74.1% of students will be proficient readers and writers by 2018-2019 .

### Measurable Objective 1:

A 12% increase of Eleventh grade students will demonstrate a proficiency of 58% in writing in English Language Arts by 06/09/2017 as measured by the ELA State assessment..

### Strategy 1:

Best Practice Instruction Writing - Balanced instruction, common assessments, MAISA units, involving students in the learning process, grade level/department meetings, test preparation and data analysis, and professional development will be used to continuously develop and improve Best Practice in Instruction.

### Category:

Research Cited: Write Beside Them: Risk , Voice, and Clarity in High School Writing - Penny Kittle

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School - <http://www.all4ed.org/files/WritingNext.pdf>

Tap Dancing to Work: How a Small Group of Teachers Can Conquer the Common Core - Michael White, Bonnie Grimm, Lindsey Young, and Bob Stark

Visible Learning For Teachers: Maximizing Impact On Learning - John Hattie

Tier: Tier 1

Activity - Balanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will instruct students how to write in the argumentative, informative, and narrative form.  *Writing Workshop *Timed Writings	Direct Instruction	Tier 1	Implement	08/31/2016	06/09/2017	\$600	General Fund	Direct Administration School Administration English Instructors

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop and monitor common assessments. *Formative assessments *Summative assessments - Unit and Semester *Common writing assessments	Direct Instruction	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	Direct Administration, School Administration, English Instructors

## School Improvement Plan

John Glenn High School

Activity - Student Involvement in Learning Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Learning Goals *I can/Students will statements developed *Student driven class creeds developed *Student choice regarding novel selections and final unit projects *Daily objectives clearly visible *Rubrics: Understanding the use of feedback to move students to target	Other	Tier 1	Monitor	08/31/2016	06/09/2017	\$1650	Title II Part A	District Administration School Administration English Instructors
Activity - Grade Level/Department Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in collaborative instructional planning and strategically designed PD to address achievement gaps and support student learning in ELA/Writing. *Team meetings used to drive school improvement plan *Analyze and discuss student learning in ELA/Writing *Analyze and discuss student survey results *Ongoing collaborative instructional planning *Data Reviews *MAISA unit collaboration	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$869	General Fund	District Administration School Administration English Instructors
Activity - Test Preparation and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Test/Writing scores will be analyzed to improve areas needed to strengthen curriculum and show gap analysis. *Standardized test writing practice *Student work analyzed using formative/summative assessment *The writing process *Effective use of language *Test scores	Academic Support Program	Tier 1	Evaluate	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in collaborative instructional planning time to analyze and discuss student learning in ELA/Writing using protocol. Instructional decisions will be based on data and dialogue. *Collaborative instructional planning time *Curriculum Meetings *Professional Development *Writing Workshop training *MAISA unit instruction, evaluation, and development	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	Title II Part A	District Administration School Administration English Instructors

## School Improvement Plan

John Glenn High School

### Strategy 2:

Supplemental Instruction and Supports for Writing - Interventions will be in place to close the learning gap utilizing formative and summative assessments. Parent involvement opportunities will be available to increase communication.

#### Category:

Research Cited: Classroom Assessment and Grading That Work by Robert Marzano; Focus by Mike Schomoker; Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School <http://www.all4ed.org/files/WritingNext.pdf>; Framework for Success in Postsecondary Writing

<http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>

Tier: Tier 2

Activity - MTSS: Tier II and Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Small group instruction *One on one student conferences *Targeted students *Interventionist led	Academic Support Program	Tier 2	Monitor	08/31/2016	06/09/2017	\$0	General Fund	District Administration School Administration English Instructors

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage parents to support student learning in ELA/Writing through open communication using a variety of venues. *Skyward *Email *Telephone *Parent Teacher Conferences *Remind 101 *Parent surveys during conferences *School messenger *Informational notes/documents (syllabus, permission letters, novel selection forms)	Parent Involvement	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors



## School Improvement Plan

John Glenn High School

Activity - Special Education Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers will receive professional development regarding special education discipline, procedures and safeguards. Instructional staff will utilize resources to provide differentiated instruction, accommodations, and modification within contractual professional development day will be provided.	Academic Support Program	Tier 3	Monitor	08/31/2016	06/09/2017	\$600	Title II Part A	District Administration School Administration English Instructors Special Education Instructors

### Measurable Objective 2:

A 9% increase of Eleventh grade students will demonstrate a proficiency of 65% in English Language Arts by 06/09/2017 as measured by ELA state assessment..

### Strategy 1:

Best Practice Instruction Reading - Balanced instruction, common assessments, involving students in the learning process, grade level/department meetings, test preparation, MAISA units, data analysis, and professional development will be used to continuously develop and improve Best Practice in Instruction.

### Category:

Research Cited: Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers - Penny Kittle

Reading for Understanding - Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy

Tap Dancing to Work: How a Small Group of Teachers Can Conquer the Common Core - Michael White, Bonnie Grimm, Lindsey Young, and Bob Stark

Visible Learning For Teachers: Maximizing Impact On Learning - John Hattie

Tier: Tier 1

Activity - Balanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will instruct students how to read with a focus on strategy development, independent reading, close literature reading, and meaning beyond the literal level. *Direct instruction *Reading workshop	Direct Instruction	Tier 1	Implement	08/31/2016	06/09/2017	\$3000	Title II Part A	District Administration School Administration English Instructors

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

John Glenn High School

Staff will continue to develop and monitor common assessments. *Formative assessments *Summative assessments - Unit and Semester	Direct Instruction	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors
<b>Activity - Student Involvement in Learning Process</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
*Learning Goals *I can/Students will statements developed *Student driven class creeds developed *Student choice regarding novel selections and final unit projects *Daily objectives clearly visible *Rubrics: Understanding the use of feedback to move students to target	Other	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors
<b>Activity - Grade Level/Department Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will engage in collaborative instructional planning and strategically designed PD to address achievement gaps and support student learning in ELA/Reading. *Team meetings used to drive school improvement plan *Analyze and discuss student learning in ELA/Reading *Ongoing collaborative instructional planning *Data reviews *MAISA unit collaboration	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	General Fund	District Administration School Administration English Instructors
<b>Activity - Test Preparation and Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Test/Reading scores will be analyzed to improve areas needed to strengthen curriculum and show gap analysis. *Student work analyzed using formative/summative assessment *Meaning beyond the literal level *Close literature reading *Strategy development *Test scores *Standardized test practice	Academic Support Program	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	General Fund	District Administration School Administration English Instructors
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

John Glenn High School

Staff will engage in collaborative instructional planning time to analyze and discuss student learning in ELA/Reading using protocol. Instructional decisions will be based on data and dialogue. *Collaborative instructional planning time *Reading workshop training *MRA conference *MAISA unit instruction/development	Professional Learning	Tier 1	Implement	08/31/2016	06/09/2017	\$0	Title II Part A	District Administration School Administration English Instructors
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### Strategy 2:

Supplemental Instruction and Supports for Reading - Interventions will be in place to close the learning gap utilizing formative and summative assessments. Parent involvement opportunities will be available to increase communication.

Category:

Research Cited: Classroom Assessment and Grading That Work by Robert Marzano; Focus by Mike Schomoker; Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School <http://www.all4ed.org/files/WritingNext.pdf>; Framework

Tier: Tier 2

Activity - Special Education Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers will receive professional development regarding special education discipline, procedures, and safeguards. Instructional staff will utilize resources to provide differentiated instruction, accommodations and modification within the general education setting and remain compliant with special education law.	Academic Support Program	Tier 3	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors Special Education Instructors

Activity - MTSS: Tier II and Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Small group instruction *Targeted students *Interventionist led *Strategic Advancement of Literacy *One on one student conferencing	Academic Support Program	Tier 2	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors

## School Improvement Plan

John Glenn High School

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage parents to support student learning in ELA/Reading through open communication using a variety of venues. *Skyward *Email *Telephone *Parent Teacher Conferences *Remind 101 *Parent surveys during conferences *School messenger *Informational notes/documents (syllabus, permission letters, novel selection forms)	Parent Involvement	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	No Funding Required	District Administration School Administration English Instructors

## Goal 2: 57.6% of students will demonstrate proficiency on grade level standards in Science by 2018-2019

### Measurable Objective 1:

A 25% increase of Eleventh grade students will demonstrate a proficiency of 45% in Science by 06/09/2017 as measured by the Science State Assessment..

### Strategy 1:

Best Practice Instruction - Science instructors will incorporate Balanced Instruction, Common Assessments, Student Involvement, Department Meetings, Test Preparation and Analysis, Focal Points of Instruction from Data Analysis and Professional Development to continuously develop and improve Best Practices in Instruction.

#### Category:

Research Cited: Common Core Literacy Standards in Science.

Next Generation Standards in Science.

"Reading for Understanding" by Schoenbach, Greenleaf, Murphy.

"I Read It, but I Don't Get it", by Cris Tovani.

"Focus", by Mike Schmorker.

"Classroom Assessment and Grading that Work" by Robert Marzano;

"Tap Dancing to Work", by Michael White.

"A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas" (2012), by The National Research Council of the National Academics.

Tier: Tier 1

## School Improvement Plan

John Glenn High School

Activity - Balanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate STEM instruction, Improve Problem Solving Strategies, continued emphasis on Data Interpretation using charts and graphs, and Informational reading and writing using Close and Critical Reading Strategies.	Direct Instruction	Tier 1	Implement	08/31/2016	06/09/2017	\$600	General Fund	District Administration, School Administration, and Science Instructors.
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science staff will continue to create and revise formative and common summative assessments for the purpose of directing teaching and providing feedback toward improved student learning. This could include, but not be limited to the following: classroom quizzes, labs, project builds, concept maps, lab reports, research papers, technology white board assessments. One non-contractual day for professional development will be provided.	Direct Instruction	Tier 1	Monitor	08/31/2016	06/09/2017	\$500	Title II Part A	District Administration, School Administration, Science Instructors.
Activity - Student Involvement in Learning Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to use Daily Learning Goals, "Student will" and "I can" statements, and rubrics with effective feedback to move them toward a Learning Goal. Students will engage in Project-Based Learning.	Other	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	General Fund	District Administration, School Administration, Science Instructors.
Activity - Grade Level/Department Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Team Meetings are used to review and revise the school improvement plan. Analysis of data provides guidance for curriculum changes and growth to improve student learning.	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$1000	Title II Part A	District Administration, School Administration, Science Instructors
Activity - Test Preparation and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

John Glenn High School

Test scores are analyzed to improve instructional strategies that are needed to strengthen the curriculum and show gap analysis. Data will be collected from previous and current Standardized Test Assessments and NWEA.	Academic Support Program	Tier 1	Evaluate	08/31/2016	06/09/2017	\$0	General Fund	District Administration, School Administration, Science Instructors
<b>Activity - Focal Points of Instruction from Data Analysis.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special emphasis will be given to the areas of: The Solid Earth, Physical Science Knowledge, and Energy, Part B. Improvements in Genetics, Organization of Living Systems, Living Systems and Environments were viewed from the previous year.	Academic Support Program	Tier 1	Implement	08/31/2016	06/09/2017	\$0	General Fund	District Administration, School Administration, Science Instructors.
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will engage in Collaborative Instructional Planning to address achievement gaps and support student learning in science.	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	Title II Part A	District Administration, School Administration, Science Instructors.

### Strategy 2:

Supplemental Instruction and Supports. - Interventions will be in place to close the learning gap utilizing formative and summative assessments. Parent involvement opportunities will be available to increase communication.

Category:

Research Cited: Reading Next <http://www.all4ed.org/files/ReadingNext.pdf> IES Practice Guide - Improving Adolescent Literacy: Effective Classroom and Intervention Practices. [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf) Reading Between the Lines: What the ACT Reveals about College and Career Readiness in Reading [http://www.act.org/research/policymakers/pdf/reading\\_report.pdf](http://www.act.org/research/policymakers/pdf/reading_report.pdf) Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference by Deschenes, C. Ebeling, D., and Sprague, J. (1994) <http://www.greatexpectations.org/research.php>

Tier: Tier 2

<b>Activity - MTSS: Tier II and Tier III Interventions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## School Improvement Plan

John Glenn High School

Providing intervention opportunities/courses. Offer in-school and after-school mentoring and tutoring. Students have the option to retake and make-up work during lunch hours.	Academic Support Program	Tier 2	Monitor	08/31/2016	06/09/2017	\$0	Section 31a	District Administration, School Administration, Science Instructors.
<b>Activity - Special Education Awareness</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
General education teachers will receive professional development regarding special education discipline, procedures and safeguards. Instructional staff will utilize resources to provide differentiated instruction, accommodations and modifications within the general education setting and remain compliant with special education laws.	Academic Support Program	Tier 3	Monitor	08/31/2016	06/09/2017	\$600	General Fund	District Administration, School Administration, Science Instructors, Special Education Instructors.
<b>Activity - Parent Involvement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Science staff will involve parents through a variety of means to keep an open line of communication to enhance student growth. (Skyward, email, Grade Report Signatures)	Parent Involvement	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	General Fund	District Administration, School Administration, Science Instructors.

## Goal 3: 64.4% of students will be proficient in Social Studies by 2018-2019

### Measurable Objective 1:

A 4% increase of Eleventh grade students will demonstrate a proficiency of 58.1% in Social Studies by 06/09/2017 as measured by the MME Social Studies.

### Strategy 1:

Best Practice Instruction - Social studies teachers will make a consistent focus in social studies instruction in the area of literacy. This will be accomplished through extended learning opportunities in differentiated instruction, implementing the Common Core State Standards, and integrating performance tasks.

Category:

Research Cited: "Classroom Assessment and Grading That Work" by Robert Marzano;

"Focus" by Mike Schomaker;

"Reading for Understanding" by Schoenbach, Greenleaf and Murphy;

"I Read It, But I Don't Get It" by Cris Tovani

## School Improvement Plan

John Glenn High School

Breakstone, J., & Wineburg, S. (In press). Achievement testing in history. In J. Hattie & E. A. Anderman (Eds.), *International Guide to Student Achievement*. New York: Routledge

Reisman, A. (2012). Reading Like a Historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction*, 33(1), 86-112.

Reisman, A. (2012).

The `Document-Based Lesson': Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers. *Journal of Curriculum Studies*, 44(2), 233-264.

Reisman, A., & Wineburg, S. (2012). Text complexity in the history classroom: Teaching to and beyond the Common Core. *Social Studies Review*.

Reisman, A., & Wineburg, S. (2012). Ways of knowing and the history classroom: Supporting disciplinary discussion and reasoning about texts. In M. Carretero (Ed.), *History education and the construction of identities* (pp. 171-188). Charlotte, NC: Information Age

Tier:

Activity - Balanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• Informational reading and writing</li> <li>• DBQ</li> <li>• Free response essay</li> <li>• Read-write response</li> <li>• Rubrics</li> <li>• CCR</li> <li>• Argument talk</li> <li>• Conversation roundtable</li> <li>• Timed response/writes</li> <li>• Differentiated activities</li> <li>• Collaborative learning</li> </ul>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrator or District administrator or Curriculum coach
Activity - Common Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will create formative assessments, common summative assessments and timed writing assessments for the purpose of directing teaching and providing feedback toward improved student literacy.	Direct Instruction		Implement	09/02/2014	06/30/2017	\$0	Section 31a	Classroom teacher Building administrator or District administrator or Curriculum coach



## School Improvement Plan

John Glenn High School

Activity - Student Involvement in Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• I can statements</li> <li>• Learning goals</li> <li>• Learning targets</li> <li>• Rubrics: understanding the use of feedback to move students to target</li> <li>• Written/displayed daily agenda</li> <li>• Student led discussion</li> <li>• Learning objectives clearly displayed</li> <li>• Bellwork/daily routine</li> </ul>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrator or District administrator or Curriculum coach
Activity - Grade Level/Department Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• Team meetings used to drive school improvement plan</li> <li>• Improve assessment scores</li> <li>• Improve reading and writing strategies</li> <li>• Improve student engagement</li> <li>* Pacing guides</li> <li>* Common summative assessments</li> </ul> <p>Curriculum based best practice strategies with an emphasis on literacy. Strategies will incorporate Marzano, Common Core Literacy Standards for Social Studies, Close and Critical Reading, Text Sets, Document Based Questions and literacy strategies</p>	Teacher Collaboration		Monitor	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrator or District administrator or Curriculum coach
Activity - Test Preparation and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Test scores/data will be analyzed to improve areas of need, strengthen curriculum, and show gap analysis. JAC, MSTEP questions and prep, writing practice, PSSS, NWEA	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrator or District administrator or Curriculum coach
Activity - Focal Points of Instruction from Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

John Glenn High School

<p>The following are focus points of the social studies department</p> <ul style="list-style-type: none"> <li>• Students will analyze data</li> <li>• Students will make connections</li> <li>• Students will improve written expression, Chart, graphs, maps, tables, practice interpretation of data, DBQ, Timed writings, written response</li> </ul> <p>Instructional staff will incorporate PSSS/MSTEP/NWEA test taking strategies aimed at college and career readiness utilizing activities such as Text Sets, Standardized Reading Samples, Timed Write Assessments, and Computer Based Practice Tests.</p>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrat or District administrat or Curriculum coach
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DBQ implementation MSTEP Training PSSS training Text Sets Thinking Maps	Professional Learning		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrat or District administrat or Curriculum coach

### Strategy 2:

Supplemental Instruction and Supports - Social Studies Instructional staff will create a school wide climate of academic and behavioral proficiency including, but not limited to, the following: Implementing Great Expectations, Special Education Awareness, Northwest Evaluation Association testing, and Intervention classes for students struggling in reading.

Category:

Research Cited: Reading Next

<http://www.all4ed.org/files/ReadingNext.pdf>

IES Practice Guide – Improving Adolescent Literacy: Effective Classroom and Intervention Practices [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

Reading Between the Lines: What the ACT Reveals about College and Career Readiness in Reading [http://www.act.org/research/policymakers/pdf/reading\\_report.pdf](http://www.act.org/research/policymakers/pdf/reading_report.pdf)

Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference by Deschenes, C. Ebeling, D., and Sprague, J. (1994)

<http://www.greatexpectations.org/research.php>

Tier:

Activity - MTSS: Tier II and Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

John Glenn High School

<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Targeted students</li> <li>• Interventionist led</li> </ul>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrat or District administrat or Curriculum coach
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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coffee with the Superintendent Open house Parent teacher conferences Remind 101 School messenger	Parent Involvement		Implement	08/31/2016	06/09/2017	\$0	Section 31a	Classroom teacher Building administrat or District administrat or Curriculum coach

## Goal 4: 62.4% of students will be proficient in Mathematics by 2018-2019

### Measurable Objective 1:

A 6% increase of Eleventh grade students will demonstrate a proficiency of 39% in Mathematics by 06/09/2017 as measured by the State of Michigan's Mathematics test..

### Strategy 1:

Best Practice Instruction - Mathematics teachers will make a consistent focus in their mathematics instruction in the conceptual categories of the common core state standards using the eight mathematical practices. This will be accomplished through extended learning opportunities in differentiated instruction, implementing the Common Core State Standards, and integrating performance tasks.

Category:

Research Cited: Refer to resources cited in the Common Core Mathematical Practices and State Standards.

Tier:

Activity - Balanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Provide evidence/research-based Mathematics Instruction <ul style="list-style-type: none"> <li>• Improve Problem Solving Strategies</li> <li>• Increase Emphasis on Applications</li> <li>• Use Manipulatives when needed</li> <li>• Guided math groups</li> <li>• Fluency practice</li> <li>• Infusing Mathematical Practices</li> <li>• Use Eureka (Engage NY) Units</li> <li>• Explicit Instruction</li> </ul>	Direct Instruction			08/31/2016	06/09/2017	\$4000	Section 31a	District Administration School Administration Mathematics Instructors
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Updating/Improving Common Assessments to support mathematical thinking and improve proficiency.	Academic Support Program			08/31/2016	06/09/2017	\$600	General Fund	District Administration School Administration Mathematics Instructors
Activity - Student Involvement in Learning Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I can statements developed Students will statements developed Learning goals Student Driven Class Creeds Developed Daily Objectives clearly visible	Other			08/31/2016	06/09/2017	\$600	General Fund	District Administration School Administration Mathematics Instructors
Activity - : Grade Level/Department Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in Collaborative Learning Group's (CLG) and strategically designed Professional Development to address achievement gaps and support student learning in Mathematics. <ul style="list-style-type: none"> <li>• Team meetings used to drive school improvement plan</li> <li>• Analyze and discuss student learning in Mathematics</li> <li>• Ongoing CLG's</li> <li>• Data reviews</li> <li>• School Improvement Plan</li> </ul>	Professional Learning			08/31/2016	06/09/2017	\$2000	Title II Part A	District Administration School Administration Mathematics Instructors

## School Improvement Plan

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Activity - Test Preparation and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Test scores will be analyzed to improve areas needed to strengthen curriculum and show gap analysis. <ul style="list-style-type: none"> <li>• Junior Achievement Classes</li> <li>• Smarter Balanced Activity</li> <li>• SAT released Questions</li> <li>• M-Step Questions</li> <li>• Annual NWEA</li> <li>• Student Work</li> </ul>	Academic Support Program			09/08/2015	06/10/2016	\$600	General Fund	District Administration School Administration Mathematics Instructors
Activity - Focal Points of Instruction from Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on our data from MME, SAT and ACT, special emphasis will be given to: <ul style="list-style-type: none"> <li>• Reasoning about Numbers</li> <li>• Relationships between Figures</li> <li>• Univariate Data: Distributions</li> <li>• Fractions</li> </ul>	Academic Support Program			08/31/2016	06/09/2017	\$0	Section 31a	District Administration School Administration Mathematics Instructors
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in CLG time to analyze and discuss student learning in Mathematics using protocol. Instructional decisions will be based on data and dialogue. <ul style="list-style-type: none"> <li>CLG's</li> <li>Curriculum Meetings</li> <li>Attend Professional Development Workshops (Eureka Math Modules)</li> </ul>	Professional Learning			08/31/2016	06/09/2017	\$0	Section 31a	District Administration School Administration Mathematics Instructors

### Strategy 2:

Supplemental Instruction and Supports - Mathematics Instructors will analyze data developed from NWEA testing to guide instruction and make modifications to lessons and use the data for placement into intervention.

Category:

Research Cited: Staff will develop a strong MTSS system of support for students identified as needing additional time and assistance to meet learning standards in Mathematics.

Tier:

## School Improvement Plan

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Activity - MTSS: Tier II and Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Lessons will be designed to close learning gaps based on formative and summative assessments.</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Early Interventions</li> <li>• In-school Tutoring and Support</li> <li>• After-school Tutoring and Support</li> </ul>	Academic Support Program			08/31/2016	06/09/2017	\$600	General Fund	District Administration School Administration Mathematics Instructors
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will engage parents to support student learning in Mathematics through open communication through a variety of venues.</p> <ul style="list-style-type: none"> <li>• Telephone conversations</li> <li>• e-mail</li> <li>• Parent-teacher conferences</li> <li>• Skyward</li> <li>• Open House</li> </ul>	Parent Involvement			08/31/2016	06/09/2017	\$0	General Fund	District Administration School Administration Mathematics Instructors

## 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
Student Involvement in Learning	<ul style="list-style-type: none"> <li>• I can statements</li> <li>• Learning goals</li> <li>• Learning targets</li> <li>• Rubrics: understanding the use of feedback to move students to target</li> <li>• Written/displayed daily agenda</li> <li>• Student led discussion</li> <li>• Learning objectives clearly displayed</li> <li>• Bellwork/daily routine</li> </ul>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
MTSS: Tier II and Tier III Interventions	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Targeted students</li> <li>• Interventionist led</li> </ul>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
MTSS: Tier II and Tier III Interventions	Providing intervention opportunities/courses. Offer in-school and after-school mentoring and tutoring. Students have the option to retake and make-up work during lunch hours.	Academic Support Program	Tier 2	Monitor	08/31/2016	06/09/2017	\$0	District Administration, School Administration, Science Instructors.

## School Improvement Plan

John Glenn High School

Balanced Instruction	<ul style="list-style-type: none"> <li>• Informational reading and writing</li> <li>• DBQ</li> <li>• Free response essay</li> <li>• Read-write response</li> <li>• Rubrics</li> <li>• CCR</li> <li>• Argument talk</li> <li>• Conversation roundtable</li> <li>• Timed response/writes</li> <li>• Differentiated activities</li> <li>• Collaborative learning</li> </ul>	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
Grade Level/Department Meeting	<ul style="list-style-type: none"> <li>• Team meetings used to drive school improvement plan</li> <li>• Improve assessment scores</li> <li>• Improve reading and writing strategies</li> <li>• Improve student engagement</li> <li>* Pacing guides</li> <li>* Common summative assessments</li> </ul> <p>Curriculum based best practice strategies with an emphasis on literacy. Strategies will incorporate Marzano, Common Core Literacy Standards for Social Studies, Close and Critical Reading, Text Sets, Document Based Questions and literacy strategies</p>	Teacher Collaboration		Monitor	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
Balanced Instruction	<p>Provide evidence/research-based Mathematics Instruction</p> <ul style="list-style-type: none"> <li>• Improve Problem Solving Strategies</li> <li>• Increase Emphasis on Applications</li> <li>• Use Manipulatives when needed</li> <li>• Guided math groups</li> <li>• Fluency practice</li> <li>• Infusing Mathematical Practices</li> <li>• Use Eureka (Engage NY) Units</li> <li>• Explicit Instruction</li> </ul>	Direct Instruction			08/31/2016	06/09/2017	\$4000	District Administration School Administration Mathematics Instructors
Focal Points of Instruction from Data Analysis	<p>Based on our data from MME, SAT and ACT, special emphasis will be given to:</p> <ul style="list-style-type: none"> <li>• Reasoning about Numbers</li> <li>• Relationships between Figures</li> <li>• Univariate Data: Distributions</li> <li>• Fractions</li> </ul>	Academic Support Program			08/31/2016	06/09/2017	\$0	District Administration School Administration Mathematics Instructors



## School Improvement Plan

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Parent Involvement	Coffee with the Superintendent Open house Parent teacher conferences Remind 101 School messenger	Parent Involvement		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
Professional Development	Staff will engage in CLG time to analyze and discuss student learning in Mathematics using protocol. Instructional decisions will be based on data and dialogue. CLG's Curriculum Meetings Attend Professional Development Workshops (Eureka Math Modules)	Professional Learning			08/31/2016	06/09/2017	\$0	District Administrator School Administrator Mathematics Instructors
Professional Development	DBQ implementation MSTEP Training PSSS training Text Sets Thinking Maps	Professional Learning		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
Focal Points of Instruction from Data Analysis	The following are focus points of the social studies department <ul style="list-style-type: none"> <li>• Students will analyze data</li> <li>• Students will make connections</li> <li>• Students will improve written expression, Chart, graphs, maps, tables, practice interpretation of data, DBQ, Timed writings, written response</li> </ul> Instructional staff will incorporate PSSS/MSTEP/NWEA test taking strategies aimed at college and career readiness utilizing activities such as Text Sets, Standardized Reading Samples, Timed Write Assessments, and Computer Based Practice Tests.	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach

## School Improvement Plan

John Glenn High School

Common Assessment	Instructional staff will create formative assessments, common summative assessments and timed writing assessments for the purpose of directing teaching and providing feedback toward improved student literacy.	Direct Instruction		Implement	09/02/2014	06/30/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach
Test Preparation and Analysis	Test scores/data will be analyzed to improve areas of need, strengthen curriculum, and show gap analysis. JAC, MSTEP questions and prep, writing practice, PSSS, NWEA	Direct Instruction		Implement	08/31/2016	06/09/2017	\$0	Classroom teacher Building administrator or District administrator or Curriculum coach

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will engage in collaborative instructional planning time to analyze and discuss student learning in ELA/Writing using protocol. Instructional decisions will be based on data and dialogue. *Collaborative instructional planning time *Curriculum Meetings *Professional Development *Writing Workshop training *MAISA unit instruction, evaluation, and development	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administrator School Administrator English Instructors
Special Education Awareness	General education teachers will receive professional development regarding special education discipline, procedures and safeguards. Instructional staff will utilize resources to provide differentiated instruction, accommodations, and modification within contractual professional development day will be provided.	Academic Support Program	Tier 3	Monitor	08/31/2016	06/09/2017	\$600	District Administrator School Administrator English Instructors Special Education Instructors

## School Improvement Plan

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Professional Development	Staff will engage in Collaborative Instructional Planning to address achievement gaps and support student learning in science.	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration, School Administration, Science Instructors.
: Grade Level/Department Meetings	Staff will engage in Collaborative Learning Group's (CLG) and strategically designed Professional Development to address achievement gaps and support student learning in Mathematics. <ul style="list-style-type: none"> <li>• Team meetings used to drive school improvement plan</li> <li>• Analyze and discuss student learning in Mathematics</li> <li>• Ongoing CLG's</li> <li>• Data reviews</li> <li>• School Improvement Plan</li> </ul>	Professional Learning			08/31/2016	06/09/2017	\$2000	District Administration School Administration Mathematics Instructors
Student Involvement in Learning Process	*Learning Goals *I can/Students will statements developed *Student driven class creeds developed *Student choice regarding novel selections and final unit projects *Daily objectives clearly visible *Rubrics: Understanding the use of feedback to move students to target	Other	Tier 1	Monitor	08/31/2016	06/09/2017	\$1650	District Administration School Administration English Instructors
Common Assessments	Science staff will continue to create and revise formative and common summative assessments for the purpose of directing teaching and providing feedback toward improved student learning. This could include, but not be limited to the following: classroom quizzes, labs, project builds, concept maps, lab reports, research papers, technology white board assessments. One non-contractual day for professional development will be provided.	Direct Instruction	Tier 1	Monitor	08/31/2016	06/09/2017	\$500	District Administration, School Administration, Science Instructors.
Grade Level/Department Meetings	Monthly Team Meetings are used to review and revise the school improvement plan. Analysis of data provides guidance for curriculum changes and growth to improve student learning.	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$1000	District Administration, School Administration, Science Instructors
Balanced Instruction	Staff will instruct students how to read with a focus on strategy development, independent reading, close literature reading, and meaning beyond the literal level. *Direct instruction *Reading workshop	Direct Instruction	Tier 1	Implement	08/31/2016	06/09/2017	\$3000	District Administration School Administration English Instructors

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Professional Development	Staff will engage in collaborative instructional planning time to analyze and discuss student learning in ELA/Reading using protocol. Instructional decisions will be based on data and dialogue. *Collaborative instructional planning time *Reading workshop training *MRA conference *MAISA unit instruction/development	Professional Learning	Tier 1	Implement	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Focal Points of Instruction from Data Analysis.	Special emphasis will be given to the areas of: The Solid Earth, Physical Science Knowledge, and Energy, Part B. Improvements in Genetics, Organization of Living Systems, Living Systems and Environments were viewed from the previous year.	Academic Support Program	Tier 1	Implement	08/31/2016	06/09/2017	\$0	District Administration, School Administration, Science Instructors.
Test Preparation and Analysis	Test scores will be analyzed to improve areas needed to strengthen curriculum and show gap analysis. • Junior Achievement Classes • Smarter Balanced Activity • SAT released Questions • M-Step Questions • Annual NWEA • Student Work	Academic Support Program			09/08/2015	06/10/2016	\$600	District Administration School Administration Mathematics Instructors
Grade Level/Department Meetings	Staff will engage in collaborative instructional planning and strategically designed PD to address achievement gaps and support student learning in ELA/Writing. *Team meetings used to drive school improvement plan *Analyze and discuss student learning in ELA/Writing *Analyze and discuss student survey results *Ongoing collaborative instructional planning *Data Reviews *MAISA unit collaboration	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$869	District Administration School Administration English Instructors
Balanced Instruction	Staff will instruct students how to write in the argumentative, informative, and narrative form.  *Writing Workshop *Timed Writings	Direct Instruction	Tier 1	Implement	08/31/2016	06/09/2017	\$600	Direct Administration School Administration English Instructors

# School Improvement Plan

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MTSS: Tier II and Tier III Interventions	Lessons will be designed to close learning gaps based on formative and summative assessments. <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Early Interventions</li> <li>• In-school Tutoring and Support</li> <li>• After-school Tutoring and Support</li> </ul>	Academic Support Program			08/31/2016	06/09/2017	\$600	District Administration School Administration Mathematics Instructors
Student Involvement in Learning Process	I can statements developed Students will statements developed Learning goals Student Driven Class Creeds Developed Daily Objectives clearly visible	Other			08/31/2016	06/09/2017	\$600	District Administration School Administration Mathematics Instructors
Student Involvement in Learning Process	Staff will continue to use Daily Learning Goals, "Student will" and "I can" statements, and rubrics with effective feedback to move them toward a Learning Goal. Students will engage in Project-Based Learning.	Other	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration, School Administration, Science Instructors.
MTSS: Tier II and Tier III Interventions	*Small group instruction *One on one student conferences *Targeted students *Interventionist led	Academic Support Program	Tier 2	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
Parent Involvement	Science staff will involve parents through a variety of means to keep an open line of communication to enhance student growth. (Skyward, email, Grade Report Signatures)	Parent Involvement	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration, School Administration, Science Instructors.
Parent Involvement	Staff will engage parents to support student learning in Mathematics through open communication through a variety of venues. <ul style="list-style-type: none"> <li>• Telephone conversations</li> <li>• e-mail</li> <li>• Parent-teacher conferences</li> <li>• Skyward</li> <li>• Open House</li> </ul>	Parent Involvement			08/31/2016	06/09/2017	\$0	District Administration School Administration Mathematics Instructors

## School Improvement Plan

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Test Preparation and Analysis	Test/Reading scores will be analyzed to improve areas needed to strengthen curriculum and show gap analysis. *Student work analyzed using formative/summative assessment *Meaning beyond the literal level *Close literature reading *Strategy development *Test scores *Standardized test practice	Academic Support Program	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration, School Administration, English Instructors
Test Preparation and Analysis	Test scores are analyzed to improve instructional strategies that are needed to strengthen the curriculum and show gap analysis. Data will be collected from previous and current Standardized Test Assessments and NWEA.	Academic Support Program	Tier 1	Evaluate	08/31/2016	06/09/2017	\$0	District Administration, School Administration, Science Instructors
Grade Level/Department Meetings	Staff will engage in collaborative instructional planning and strategically designed PD to address achievement gaps and support student learning in ELA/Reading. *Team meetings used to drive school improvement plan *Analyze and discuss student learning in ELA/Reading *Ongoing collaborative instructional planning *Data reviews *MAISA unit collaboration	Professional Learning	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration, School Administration, English Instructors
Balanced Instruction	Incorporate STEM instruction, Improve Problem Solving Strategies, continued emphasis on Data Interpretation using charts and graphs, and Informational reading and writing using Close and Critical Reading Strategies.	Direct Instruction	Tier 1	Implement	08/31/2016	06/09/2017	\$600	District Administration, School Administration, and Science Instructors.
Special Education Awareness	General education teachers will receive professional development regarding special education discipline, procedures and safeguards. Instructional staff will utilize resources to provide differentiated instruction, accommodations and modifications within the general education setting and remain compliant with special education laws.	Academic Support Program	Tier 3	Monitor	08/31/2016	06/09/2017	\$600	District Administration, School Administration, Science Instructors, Special Education Instructors.

## School Improvement Plan

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Common Assessments	Continue Updating/Improving Common Assessments to support mathematical thinking and improve proficiency.	Academic Support Program			08/31/2016	06/09/2017	\$600	District Administration School Administration Mathematics Instructors
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Staff will continue to develop and monitor common assessments. *Formative assessments *Summative assessments - Unit and Semester	Direct Instruction	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
Special Education Awareness	General education teachers will receive professional development regarding special education discipline, procedures, and safeguards. Instructional staff will utilize resources to provide differentiated instruction, accommodations and modification within the general education setting and remain compliant with special education law.	Academic Support Program	Tier 3	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors Special Education Instructors
Test Preparation and Analysis	Test/Writing scores will be analyzed to improve areas needed to strengthen curriculum and show gap analysis. *Standardized test writing practice *Student work analyzed using formative/summative assessment *The writing process *Effective use of language *Test scores	Academic Support Program	Tier 1	Evaluate	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
Common Assessments	Staff will continue to develop and monitor common assessments. *Formative assessments *Summative assessments - Unit and Semester *Common writing assessments	Direct Instruction	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	Direct Administration, School Administration, English Instructors

## School Improvement Plan

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Student Involvement in Learning Process	<ul style="list-style-type: none"> <li>*Learning Goals</li> <li>*I can/Students will statements developed</li> <li>*Student driven class creeds developed</li> <li>*Student choice regarding novel selections and final unit projects</li> <li>*Daily objectives clearly visible</li> <li>*Rubrics: Understanding the use of feedback to move students to target</li> </ul>	Other	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
Parent Involvement	<ul style="list-style-type: none"> <li>Staff will engage parents to support student learning in ELA/Writing through open communication using a variety of venues.</li> <li>*Skyward</li> <li>*Email</li> <li>*Telephone</li> <li>*Parent Teacher Conferences</li> <li>*Remind 101</li> <li>*Parent surveys during conferences</li> <li>*School messenger</li> <li>*Informational notes/documents (syllabus, permission letters, novel selection forms)</li> </ul>	Parent Involvement	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
MTSS: Tier II and Tier III Interventions	<ul style="list-style-type: none"> <li>*Small group instruction</li> <li>*Targeted students</li> <li>*Interventionist led</li> <li>*Strategic Advancement of Literacy</li> <li>*One on one student conferencing</li> </ul>	Academic Support Program	Tier 2	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors
Parent Involvement	<ul style="list-style-type: none"> <li>Staff will engage parents to support student learning in ELA/Reading through open communication using a variety of venues.</li> <li>*Skyward</li> <li>*Email</li> <li>*Telephone</li> <li>*Parent Teacher Conferences</li> <li>*Remind 101</li> <li>*Parent surveys during conferences</li> <li>*School messenger</li> <li>*Informational notes/documents (syllabus, permission letters, novel selection forms)</li> </ul>	Parent Involvement	Tier 1	Monitor	08/31/2016	06/09/2017	\$0	District Administration School Administration English Instructors