

Glendale High School School Improvement Plan

2008 – 2009

Mission

Glendale High School promotes excellence in academics and character.

Vision

Students will be challenged to reach their highest potential.

Collective Commitments

- We will provide a safe and inviting classroom environment.
- We will set challenging goals and provide effective instruction.
- We will celebrate staff and student accomplishments.
- We will encourage a positive school environment.
- We will improve our teaching through collaboration with students, staff, parents, and community stakeholders.

District Goals and Indicators



Goal 1: Improve Student Performance

- Meet or exceed Adequate Yearly Progress (AYP) performance standards for schools and the district
- Improve student performance in communication arts, math, and science

Goal 2: Improve Graduation Rate

- Improve graduation rate as measured by MSIP Standard 9.5
- Reduce student/teacher ratios
- Increase student engagement and responsibility for learning
- Increase student attendance at school

Goal 3: Ensure Effective and Efficient Use of Resources

- Recruit, develop, and retain high-quality staff
- Ensure a safe and nurturing environment for learning
- Attain high levels of customer satisfaction
- Maximize the use of financial resources for student learning
- Provide and maintain facilities that are conducive for learning

**GHS School Improvement Plan
Objectives 2008 – 2009
(Revised November 19, 2008)**

1. We will meet Adequate Yearly Progress (AYP) through student performances on End Of Course (EOC) examinations in Communication Arts, Mathematics, and Science.
2. The percentage of students enrolled English I, English I H, English II, English II H, English III, English III H, Technical Communications III, English IV, Technical Communications IV, or AP English Literature during the 2008-2009 school year scoring in the top two categories (Advanced and Proficient) on the SRI will increase by a minimum of 1% from the beginning to the end of the semester.
3. We will increase our average yearly attendance rate by .5% from 93.20% to 93.70%.
4. We will increase the three-year average percentage of students graduating from 85.6 to 86.5% from 2007 to 2010.

Key Processes and Measures

Key Processes	(1) Process Measures & (2) Lead Performance Measures (Sources)
<p>A. Content-embedded reading strategies will be implemented through classroom instructions.</p>	<p>A1. Effective use of content-appropriate reading strategies (WFSG logs, examples of student work, CWTs, informal and formal observations, teacher-led learning). A2. Increased student achievement in reading comprehension (state, district, and site assessments). A3. Improve reading skills based on student performance outcomes on A+ competencies, ACT, PLAN, End of Course exams and teacher assessments.</p>
<p>B. Content-embedded writing strategies will be implemented through classroom instruction.</p>	<p>B1. Effective use of content-appropriate writing strategies (WFSG logs, examples of student work, CWTs, informal and formal observations, teacher-led learning). B2. Increased student achievement in writing comprehension (state, district, and site assessments). B3. Improve writing skills based on student performance outcomes on A+ competencies, End of Course exams and teacher assessments.</p>
<p>C. Integration of mathematical computations will be implemented through classroom instruction.</p>	<p>C1. Increased student achievement in mathematical comprehension (state, district, and site assessments). WFSG logs, examples of student work, CWTs, informal and formal observations, teacher-led learning) C2. Increased student achievement in mathematical comprehension (state, district, and site assessments). C3. Improve mathematic skills based on student performance outcomes on A+ competencies, ACT, PLAN, End of Course exams and teacher assessments.</p>
<p>D. Concentrated focus on attendance and persistence to graduation at the classroom and building level.</p>	<p>D1. Concentrated focus on attendance and persistence to graduation at the classroom and building level (Data from STI, Alert Now, CSI, Counselors, Attendance Advisor, A+ Coordinator, Site Based Clinician and administration). D2. Improve problem solving skills based on student performance outcomes on A+ competencies, ACT, PLAN, End of Course exams and teacher assessments.</p>

Professional Learning

Professional learning at Glendale High School will be teacher-centered and teacher-led. Whole Faculty Study Groups (WFSGs) will collaborate to meet district and site objectives for school improvement. Staff members will share their work through professional learning sessions throughout the year. Instructional Specialist, Mark Gideon, and STEP UP coaches will provide instructional support to our teaching, counseling, Library Media Specialists, A+ Coordinator, and administrative staff.