School Improvement Plan

2008 – 2009

High Priority School

Glencliff Comprehensive High School
160 Antioch Pike
Nashville, TN 37211

Tony Majors, Executive Principal

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition
In the School Improvement process, six committees exist: a leadership team and five subcommittees. Establish a subcommittee for each of the five components of the plan. The Leadership Team is composed of its chairperson, the chairperson from each of the subcommittees, and representatives from each relevant stakeholder group and major initiatives within the school. These stakeholders could include representatives from the following groups: teachers, administrators, non-certified personnel, community, parents, and students. In high schools, be sure to represent faculty from both the academic and the technical paths.

The **Leadership Team** provides guidance for the entire process. When you list the members of the Leadership Team, be sure to indicate who is serving as the chairperson of this team.

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

SIP Leadership Team Member Name	*Leader-ship Chair? (Y/N)*	*Position*	*Name of Subcommittee(s) (when applicable)*
Tony Majors	Y	Executive Principal	Component 4
Sonya Brooks	N	Assistant Principal	Component 1
Roosevelt Sanders	N	Assistant Principal	Component 2
Suzanne Ripski	N	Assistant Princial	Component 3
Lauren Rickey	N	Assistant Principal	Component 5
Sheryl Sweat	N	Community Member	
Loretta Luckado	N	Parent	
Kelly English	N	Student	
Allison McArthur	N	SLC Coordinator	
Robin Trollinger	N	Curriculum Secretary	
Julia Tirres	N	Spanish Teacher	
Hank Cardwell	N	Science Teacher	
Cassandra McLauren	N	Math Specialist	
Linda Sue Johnson	N	Literacy Coach	
Tristin Williams	N	Guidance Counselor	
Richard Prather	N	History Teacher	
Jennifer Evetts	N	Wellness Teacher	
Sharada Sekar	N	ELD Teacher	
Louis Harrison	N	NCLB Coordinator	
Rayni Griffiths	N	NCLB Family Engagement	

TEMPLATE 1.2: Subcommittee Formation and Operation
(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

Member Name	*Position*	*Chair*
Brooks, Sonya	Assistant Principal	X
Copas, Donna	English Teacher	
Garcia, Sergio	Spanish Teacher	
Watkins, Terry	Life Skills Teacher	
White, Tara	MIS Teacher	
Booker, Relanda	Secretary (Non- certified)	
Dansby, Ted	Psychologist	
Campbell, Mary	Culinary Arts Teacher	
Belliford, William	Business Teacher	
Chesman, Sandra	Science Teacher	
Pryor, Lindsay	English Teacher	
Conley, Celia	Special Education Teacher	
Davis, Phillip	Special Education Teacher	
Amos, Napoleon	Science Teacher	
Cobbett, Dorothy	Math Teacher	
Walker, Ashli	Social Studies Teacher	
Fowler, Terry	Speech Pathologist	
Gordon, Schonita	Secretary (non-certified)	
Griffiths, Rayni	NCLB Family Engagement	
Payne, Michael	School Resource Officer	
Justice, David	School Resource Officer	
Dixie, Erica	Media Specialist	
Yancy, Scott	Math Teacher	
Nuzum, Tom	ELD Teacher	
Williams, Lacey	Social Studies Teacher	
Murray, Scott	PE Teacher	
Fink, Robert	ROTC Instructor	
Drouillard, George	ROTC Instructor	
Kuhlman, Max	Business Teacher	
Dunning, Brian	CTE Teacher	
Boone, Angela	CTE Teacher	

Harrison, Louis	NCLB Coordinator	
Driver, Jeanitra	Guidance Counselor	
Leddy, Paul	Guidance Counselor	
Loretta Luckado	Parent	
Kelly English	Student	
Sheryl Sweat	Community Member	

(tab in last cell to create a new row as needed)

Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.	X YES	☐ NO

Subcommittee 1 Chair Signature

***Subcommittee for* COMPONENT 2 Beliefs, Mission and Vision**

Member Name	***Position***	***Chair***
Sanders, Roosevelt	Assistant Principal	X
Clark, Danielle	Special Education Teacher	
Combs, Daniel	Guitar Teacher	
Orlander, Kristin	History Teacher	
Rollins, Adam	English Teacher	
Horner, Scott	Tech Lab/ Technical Path	
Williams, Andrew	Dean of Students	
Trollinger, Robin	Secretary Non-certified	
Hammond, Bill	Spanish Teacher	
Sily, Soukny	Student	
Marlina Meador	Parent	
Theressa Jackson	Community Member	

(tab in last cell to create a new row as needed)

Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.	X YES	☐ NO

Subcommittee 2 Chair Signature

Subcommittee for COMPONENT 3 ***Curricular, Instructional, Assessment, and Organizational Effectiveness***

Member Name	***Position***	***Chair***
Ripski, Suzanne	Assistant Principal	X

Culp, Juan	Math Teacher	
Armstrong, Regina	Math Teacher	
Dapremont, Dannie	Business Teacher	
Landor, Harline	MIS Fragile Teacher	
Nichols, Sarah	ELD Teacher	
Radford, Kim	Art Teacher	
Selby, Ana	Science Teacher	
Shanks, Karla	Linguistics Teacher	
Sims, Michael	CTE Teacher	
Sterling, Gabriel	Math Teacher	
Wood, John	P.E. Teacher	
Love, Monica	Guidance Counselor	
McLaurine, Cassandra	Math Specialist	
McMillan, Deanna	Special Education Teacher	
Hawkins, Marcus	Social Studies Teacher	
Anderson, Linda	Art Teacher	
Baker, Tara	English Teacher	
Batson, Tabitha	Business Teacher	
Bryant, Kyra	Math Teacher	
Dotson, Rebecca	Life Skills Teacher	
Klem, Thomas	Math Teacher	
Lysaker, Barbara	French Teacher	
Vandygriff, Dawn	CTE Teacher	
Williams, Doniethia	Math Teacher	
Woodlee, Jessica	ELD Teacher	
Johnson, Sue	Literacy Coach	
West, Shana	Guidance Counselor	
Murray, Scott	Physical Education Teacher	
Pewitt, Janice	Secretary/Non-certified	
Blackwelder, Judy	Band Director	
Crosby, Debbie	Business Teacher	
Godwin, Jemmie	English Teacher	
Hickman, Sharonda	CTE Teacher	
Holtry, Chris	Science Teacher	
Link, Suzanne	AVID Instructor	
Johnson, Tristin	Guidance Counselor	
Westbrook, Al	JTG Teacher	
Brisbane, Jacqueline	Community Member	
Hamm, Michelle	Parent	
English, Kelly	Student	

Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.	X YES	☐ NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

Member Name	*Position*	*Chair*
Majors, Tony	Executive Principal	X
Caldwell, Hank	Science Teacher	
Binkley, Amanda	History Teacher	
Hunter, Farrar	English Teacher	
McMillian, Deanna	Special Education Teacher	
Pattison, Sara	Math Teacher	
Tirres, Julia	Spanish Teacher	
McArthur, Allison	SLC Coordinator	
Juarez, Dawn	Parent	
Ansah, Tyreke	Student	
Blasi, Anthony	Community Member	
Harris, Tiffany	Attendance Secretary	
Ansah, Terri	Parent	
Talbot, Cornell	Student	

(tab in last cell to create a new row as needed)

Component 4 Subcommittee has met to address critical components of the SIP and minutes are on file.	**X YES**	☐ **NO**

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

Member Name	*Position*	*Chair*
Rickey, Lauren	Assistant Principal	X
Bell, Jennifer	AVID Teacher	
Arendall, Jamie	P.E. Teacher	
Cody, Columbus	Wellness Teacher	
Easley, Brandon	Math Teacher	
Hall, Katie	Math Teacher	
Heiselman, Leslie	Business Teacher	
Montenegro, Justin	Science Teacher	
Sallee, Jennifer	English Teacher	
Sekar, Sharada	ELD Teacher	
Sowell, Anthony	Life Skills Teacher	
White, Candice	Science Teacher	
Dyson, Kevin	Graduation Coach	
Dunlap, Vanessa	Secretary	
Super, Norma	Parent	
Harris, April	Student	
Michelle Hamm	Community Member	

(tab in last cell to create a new row as needed)

Component 5 Subcommittee has met to address critical components of the SIP and minutes are on file.	X YES	☐ NO

Subcommittee 5 Chair Signature

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

TEMPLATE 1.3.1: Data Sources (Including surveys)
Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Student Enrollment Count	As of September 19th, there are 1,438 students enrolled
Demographic Survey	Classification, race, gender, education of the school faculty
Student ethnicity and SIP Information Form	Our student population represents approximately 42 countries. The top 4 nationalities are American, Mexican, Egyptian and Kurdish. 21.1% of the student population is eligible for ESL services.
2008-2009 SIP Information Form and AYP Results	Graduation rate is steadily increasing. AYP was met for graduation.
2008-2009 SIP Information Form and AYP Results	85.1% of first time test takers passed the Algebra I Gateway. AYP Criteria was met for all subgroups.
2008-2009 SIP Information Form and AYP Results	93.7% of first time test takers passed the English II Gateway; however only 53.8% passed the TCAP Writing Assessment, resulting in an overall score of 83%
2008-2009 SIP Information Form	25.9% of the student population is enrolled in advanced, honors or AP classes. 11.1% of the student body is classified as Special Education. 72.8 % of the school participates in the Free/Reduced Lunch Program.
2007-2008 Small Learning Communities Grant Survey Report – Noser Consulting	Freshman Academy Statistics for parents, staff, and students.

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data
Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school..

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

1. **Student Characteristics**

Grade Distribution

As of September 18, 2008 there were 1436 students enrolled at Glencliff High School in grades nine through twelve. There are 476 ninth graders (33%), 386 tenth graders (27%), 304 eleventh graders (21%), and 270 twelfth graders (19%). The enrollment numbers remained fairly consistent from last year. One area of concern is the difference in the number of students enrolled in 9th grade versus 12th grade, indicating a substantial loss of students over four years.

Diverse Backgrounds

Glencliff High School's student body continues to reflect the diversity of both Nashville and the surrounding neighborhood. In contrast to the original population in 1977 of only white and black students, Glencliff now serves students from approximately 28 cultures and languages. In fact, we have one of the most diverse populations in the state of Tennessee. Actual figures for last year's student body show that 37.2% were Black, 34.2 % were White, 24.1% were Hispanic, 4.4% were Asian, and .1% were American Indian.

Other demographic information shows that 21.1% of the students participate in the Limited English Proficient Program and that 11.1% of Glencliff's students are receiving special education services. Females make up 48.9% of the enrollment, while males account for 51.1% of the student body.

School Demographic Information

Subgroup	Number of Students 2005-2006	Number of Students 2006-2007	Number of Students 2007-2008
Enrollment	1,315	1,329	1,329
Male	51.9%	52.6%	51.1%
Female	48.1%	47.4%	48.9%
Black	37.0%	36.8%	37.2%
White	35.5%	35.8%	34.2%
Hispanic	21.8%	22.9%	24.1%
Asian	5.6%	4.4%	4.4%
American Indian	.1%	.1%	.1%
ELL	24.6%	21.1%	21.1%

Special Education	13.1%	14.1%	11.1%
Free/Reduced Price Lunch Program	63.0%	63.8%	72.8%

Free and Reduced Lunch Rate

Currently, 72.3% of the students are enrolled in a free or reduced lunch program. These records do not indicate the additional percentage of students eligible for free and reduced lunch but who do not complete the documentation to participate in the free/reduced lunch program. According to school information, 83% of the student body is considered to be economically disadvantaged.

Limited English Proficient

Percent of Limited English Proficient Students

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
21.5%	21.6%	22.4%	19.9%	21.1%

Special Education

Percent of Special Education Students

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
17.2%	17.5%	13.1%	14.1%	11.1%

Per Pupil Expenditures

System-wide, the per pupil expenditure based on Average Daily Attendance is $7,595 per student.

2. **Staff Characteristics**

Administration, Faculty, and Staff

The staff at Glencliff High School consists of 5 administrators, 88 teachers, and 49 staff members. The make up of the faculty is 43 males and 66 females. The faculty and staff at Glencliff is made up of several races- 58 Blacks, 72 Whites, 6 Hispanics, and 2 Asian/Indian. The Administrative team alone consists of 2 males and 3 females, and 3 Blacks and 2 Whites. This year, there are 7 teacher's aides at Glencliff. There are also 26 new teachers this year at Glencliff, each bringing a wealth of fresh ideas and energy to the school.

Other interesting facts about the faculty and staff of Glencliff High School are the ages, the highest

educational degrees held, and the years of teaching experience, as displayed in the following charts:

Ages of GHS Faculty & Staff

Age Categories	Number of Teachers & Staff in that age category
22-30 years old	42
31-40 years old	39
41-50 years old	23
50 + years old	37

Highest Degree/Education Obtained

Degrees Held	Number of Teachers & Staff with degree
Doctorate	2
Educational Specialist	8
Masters Degree +30	19
Masters Degree	46
Bachelors Degree	35
Associates Degree	4
Some College	15
High School	4

Years of Teaching Experience

Years of Teaching Experience	0-3 years	4-10 years	11-15 years	16-10 years	21-25 years	25-30 years	30+ years
Number of Teachers, Administrators and Certified Support Staff i.e. Guidance Counselors, Librarian, Academic Coaches, etc.	47	46	13	6	6	9	5

At Glencliff, all but 2 of the 88 teachers are highly qualified. There are only 4 teachers that are currently teaching courses outside of their certificated areas.

The following people and organizations have recently awarded grants to Glencliff: Purity Dairies ($5, 000), State Representative Janis Sontany (2 grants for $5, 000 each), and Kevin Dyson/NFL

($7, 000).

3. **School Characteristics**

Historical Background

Glencliff High School is a comprehensive high school located approximately six miles southeast of downtown Nashville in the Woodbine community. The school takes its name from the Glencliff Mansion, which was once located on a portion of the school property. The school began in 1957 with 350 students in grades seven and eight, and graduated the first seniors in 1962. Overcrowded conditions forced the need for Wright Junior High to be built in 1965 to accommodate grades seven through nine. Extensive remodeling enabled the three-year senior high school to re-open in 1977 as a comprehensive high school with a wide range of both academic and vocational offerings. In 1979, Glencliff became a four-year senior high school servicing grades 9-12. Glencliff High School was recognized as a National School of Excellence in 1989.

Facilities

Glencliff High School's building is 51 years old and has 80 classrooms and 2 portable buildings. There are over 200 computers available for student use. Computer labs are available in several locations, including the guidance office, media center, and other designated computer labs throughout the building. Computers are also available for parent use in the Parent Computer Lab located in the Learning Communities Office. While all classrooms are equipped with at least one telephone and computer for teacher use, some teachers have been issued laptop computers to use for instructional use. Over the past few years, other technology upgrades have been made to the school. For instance, LCD projectors have been installed in classrooms, the media center, auditorium, and the science lecture hall. Some teachers also have electronic chalkboards and ELMOs (Electronic Visual Evidence Presenter) to enhance instruction and incorporate various types of technology into their instruction. Two flat screen television monitors are also mounted in the main lobby of the school, to display important school, student, and staff information. These screens also highlight important upcoming events and accomplishments made by students, teachers, and school organizations. Copy machines are located in several locations, easily accessible to all teachers. An efficient custodial staff keeps the facility clean and in adequate repair.

The media center is equipped with a collection of over 8,925 books, videos, and DVDs. A periodical room with back issues complements the 22 different magazines and 3 different newspapers available to students and teachers. The media center also serves the Community Education program regularly throughout the school year.

A new addition to the school's facilities is the Glencliff Community Health Clinic. United Neighborhood Health Services has partnered with Glencliff High School and established a community health clinic. The clinic offers a wide range of services, including the following: physical exams, routine immunization shots, routine labs, female gynecological care,

behavioral /mental health services, testing and treatment of STDs, obstetric services, and other health services. It is staffed with a nurse practitioner and a registered medical assistant. The clinic is open the Glencliff students from 7:30am-2:30pm. It is open to the community from 2:30pm-4:30pm. The clinic is free to children who do not have insurance. For patients who do have insurance, their insurance is billed as normal. Families without insurance pay according to a sliding fee scale that is found in the Health Clinic information packet.

Another new addition is the Wellness Center which includes a swimming pool, cardiovascular equipment, and free weights. The center is open to student and staff use at designated times before, after, and during school. The equipment will also be used for instruction in physical education classes at the school.

In addition to the Health Clinic and the Wellness Center, several other new renovations have taken place at Glencliff. Among those renovations are the media center, boy's and girl's locker rooms, new fire doors, complete exterior and interior painting, and technology upgrades in the science lecture hall and the auditorium.

Environmental and Safety Conditions

There is a security plan in place, and all OSHA guidelines are followed closely. Security cameras located throughout the building and on the exterior provide the principals, campus security, and police the ability to monitor both students and adults on the campus. In addition,

all entrances into the school are locked, and require a "key" and code to enter. Employees of Glencliff are issued a Proxy Lock key with a code, so they can access the building during designated times. Visitors who enter the building must ring a bell to receive approval from the office. The office has a security camera at the front entrance of the school, to identify visitors before deciding whether to grant access into the school. A newly added measure of security at Glencliff is the Lobby Guard system, located at the front entrance of the school. Once visitors have entered the school, this system requires visitors to key their names into a computer base and slide their driver's license/ID through the machine. The machine is connected to the Tennessee Sex Offender Registry, so it then runs the visitor's information through the system. Once the information check is finished and is approved, the machine then takes a picture of the visitor, and prints out a visitor's tag with the name, picture, date, and time on it. The visitor is required to wear the tag until he/she leaves the building. Upon leaving the building, the visitor is signed out upon returning the identification tag to the campus supervisor at the Lobby Guard station. Glencliff High School also conducts seven security drills per year including fire, lock down, lockout, and inclement weather drills. One fire drill is conducted per month. Administration enforces a no smoking policy for students and staff.

Length of School Year

The school year consists of 180 days for students in Tennessee.

Length of School Day

The school day begins at 7:05 a.m. and ends at 2:05 p.m. Students are on an alternating block schedule of "A" and "B" days. . Students attend 4 classes daily, each lasting approximately 80 minutes. Students also attend an advisory period for 30 minutes each day, except for Fridays. On Fridays, students attend clubs suitable to their interests. Some clubs that students can participate in are Drama Club, Outdoors Club, Fellowship of Christian Athletes (FCA), Dance Club, Chorus Club, Scrapbooking Club, Walking Club, Green/Environment Club, Games Club, Men of Distinction Club, and Double Dutch Club. Students have 30 minutes during each day for lunch.

Curriculum Offerings

Currently, students must obtain 22 credits in order to graduate. Students must complete the curriculum in a designated path. Students may choose from the university, technical, or dual paths. All students must earn credits in the following core areas: English (4), Math (3), Social Studies (3), Science (3), Wellness (1), and Physical Education (1). In addition to core classes, students take elective classes of their choice to obtain the required number of credits for graduation. Some elective classes that are offered at Glencliff are Cosmetology, Piano, Guitar, AVID, Leadership, Culinary Arts, Ceramics, Early Childhood Careers, Drama, Virtual Enterprise, Housing and Nutrition, Financial Planning, Rehab Therapy, and Tech Systems, Innovations, and Inventions. On the university path, students must complete a year of fine arts, two years of study in a single foreign language, and reach a minimum level of Algebra II in math. Both AP and Honors courses are offered to students pursuing the Scholars Diploma. On the technical path, students must complete four credits in one technical area in addition to the core requirements. Students completing the dual path must complete all core requirements and take the additional required courses for both the university and technical paths. As the restructuring of high schools continues, the required number of credits to graduate will be changing. This is due largely to students shifting to block schedule this year, where they are able to earn 8 credits per year, rather than only 6, as in previous years.

Honors and Advanced Placement Classes

Students have the opportunity to challenge themselves academically in a variety of areas. Glencliff High School offers the following honors courses: English I, II, III, and IV, Geometry, Algebra I and II, Biology, Chemistry, Anatomy & Physiology, U.S. History, World Geography, World History, Spanish I, II, and III, and French I and II. The following Advanced Placement courses are offered to students: English III and IV, U.S. History, Biology II, Physics, Calculus, and Statistics.

Unique Programs

Glencliff High School is a Small Learning Communities (SLC) school. Through restructuring, a large comprehensive high school is divided into several small learning communities that focus on incorporating rigor, relevance and relationships into the academic experience. Glencliff has a Freshman Academy for all new ninth-grade students. Core courses are located on one wing of the building and a team of teachers share a group of students. The teachers meet once a week during a common planning period to discuss students, curriculum and instruction. The Freshman Academy is assigned a Dean of Students that assist with discipline problems prior to administrative referral.

In 2008 the first phase of Career Ademies started with 10th grade students. The career academies offered at Glencliff are Business Mangement, Health Services, International Studies, Hospitality and Tourism, and Human Services. Career academies allow students to choose a pathway of interest. A team of academic and pathway teachers work together to show students the relevance between their academic and CTE classes. In addition to classwork, students will experience guest speakers, job shadowing and internship opportunities that relate to their pathway.

Through small learning communities (SLC), Glencliff offers students many unique opportunities in Career and Technical Education (CTE). Glencliff offers technical curricula in the areas of Technology Education, Family and Consumer Science, Auto Mechanics, Cosmetology, Health Sciences, and Culinary Arts. Some CTE classes are career management success, financial planning, international business, virtual enterprise, strategies for success, accounting, culinary arts, innovations and inventions, medical therapeutics, health science education, housing/nutrition, family and parenting, and cosmetology. These classes offer Glencliff students opportunities to participate in real life experiences and make the material relevant to their lives. For example, students in the culinary arts program learn culinary skills, but also run the Southern Tea Room, which serves lunch to faculty and staff once a week in a restaurant environment.

Data for the 2007-2008 will not be available until January, 2009. The CTE enrollment for 2006-07 was 665.

Subgroup Disaggregation 2006-2007

Subgroup	Number of Students	Percentage
Student with Disabilities	14	2.11%
Economically Disadvantaged	306	46.02%
Limited English Proficiency	199	29.93%
Black	240	36.09%
Asian/Pacific Islander	30	4.51%
Hispanic	160	24.06%
Native American/Alaskan	0	0.00%
White	204	30.68%
Other	32	4.81%

Another SLC component is advisory. Every student is assigned an advisor that they meet with for 30 minutes a day four days a week. Advisory serves as a time to build relationships and gives the student an advocate. Topics discussed during advisory are study skills, graduation requirements, team building and problem solving. Students also have the opportunity to join a club of their choice. This year we have 54 club offerings the meet for 30 minutes every Friday. Some clubs meet at other times during the week and even take part in after school events.

Summary of Data

According to the 2007-2008 Small Learning Communities Grant Survey Report administered by Noser Consulting:

- 68% of the staff reported that Freshman Academy has been a positive change for my school.
- 73% of the staff reported that teaming can streamline communication with parents.
- 80% of the staff reported that teaming can contribute to more relevant curriculum.
- 82% of the staff reported that teaming can help prevent students from falling through the cracks.
- 44% of the parents reported that Freshman Academy helped develop skills to succeed in high school.
- 51% of the parents reported that advisory helped with grades and test scores.
- 58% of the parents reported that advisory helped children adjust to high school.

According to the Freshman Academy report provided by Noser Consulting, after one year with the Freshman Academy statistics showed:

- Fall exam averages increased 1%
- Spring exam averages increased 3%
- End of year grade averages increased 2%
- Number of students that earned 5 or 6 credits increased 5%
- Number of students promoted to 10th grade increased 5%
- Percentage of students with one or more honors classes increased 3%
- Percentage of absences decreased .41%

ZAP (Zeroes Aren't Permitted) is another unique program offered to all Glencliff students. On Tuesdays and Thursdays during Advisory time, students have the opportunity to make up missing assignments or re-do assignments on which they received a poor grade. After students report to Advisory on Tuesdays and Thursdays, those students who need to make up classwork show their ZAP passes to their advisor and leave Advisory to join the teacher for whom the work is required. This program has proven to be effective in keeping students' grades up and reducing zeros. It also lets students know that failure is not an option at Glencliff.

Students interested in learning more about the military may enroll in our Air Force Junior ROTC program. Each period the cadets are organized in flights which are run by student flight commanders. Cadets are responsible for raising the flag each morning and wearing full uniforms on Wednesdays. They participate in drills, drill competitions, and even special

ceremonies. Students indicate that they learn discipline, organizational skills, and focus through the JROTC program.

In addition to the unique programs at Glencliff, there are eight leadership support positions to serve students and staff: Math Specialist, Special Education Coordinator, Literacy Coach, Dean of Students, NCLB Program Specialist, NCLB Family Engagement Specialist, Senior Graduation Coach, and Small Learning Communities Site Coach.

4. Parent/ Guardian Demographics

The income levels of the Glencliff parents are as follows:

Less than $25,000	38.9%
$25,000 to $50,000	38.9%
More than $50,000	22.1%

The education level for those 25 years of age and over are:

High School graduate or less	58.4%
Some college, up to Associates Degree	25.0%
More than Associates Degree	16.6%

The mobility rate of the families is 50.9%

Parental Support

Glencliff's Parent Support Group is still in the process of developing. We have a Family Engagement Specialist who is spearheading this effort. This year, Glencliff has also been assigned a Parent Outreach Translator (Spanish) to assist in communicating with parents. The largest opportunity for recruiting parental support for the school year takes place during the annual Student Orientation in August and at the annual Open House. Parents are kept informed about school-related information through phone calls, emails, newsletters, mail outs, and the MNPS automated call out system. Parents also have the opportunity to enroll in the Gradespeed Parent Portal system. This system allows parents to keep informed about their student's grades, assignments, and attendance. It also allows them to be able to email their student's teachers directly.

The Parent Support Group holds monthly meetings to discuss important issues that pertain to students, parents, and the school. The meetings provide a time for the involved parties (parents, teachers, and even students) to voice their concerns, offer suggestions and ideas, and discuss ways to support the entire educational process. This year the Parent Support Group is planning to reach out to other parents, by organizing informative meetings that will take place in certain neighborhoods targeting a specific group of parents, who do not usually attend the monthly meetings. The Parent Support Group also sponsors several activities and events throughout the school year to raise funds to support various Glencliff organizations. Parents can be involved at Glencliff through volunteering in the school and at school activities, chaperoning field trips,

attending after school functions, assisting with fundraising events, Band Boosters, Athletic Boosters, enrolling in Parent Portal, attending PAC and Glencliff Cluster meetings, attending parent and community workshops, enrolling in Community Education classes, and assisting in distributing information about the school and the PSG.

Glencliff is also planning to provide several parent and community workshops this year, such as Accessing Supplemental Education Services (tutoring) School AYP and Data, Writing Across the Curriculum, Gang Awareness Workshop, Myspace Workshop, Bullying Workshop, Understanding Learning Disabilities and How to Assist in your Child's Learning, Drugs and Alcohol Abuse, Internet Safety, Differentiated Instruction: Home/School Support, Understanding Gateway Assessments, and several others. Glencliff is also planning to host a college fair and an employment fair later this year. Both of these opportunities will be open to parents, as well as students. Parents are also encouraged to enroll in Community Education classes and the evening GDE and English classes that are offered at Glencliff.

5. Community Characteristics

The Glencliff community's demographic information (based on the 2000 Census data) indicates that the ethnic background of the approximately 44,000 people living in the area are as follows:

Asian	4.0%
Black	18.9%
Hispanic	15.1%
White	58%
Other	4.0%

Households with children under 18 years of age account for 24.3% of the neighborhood. Single parent households with children make up 40.7% of the community. Of the school aged children, 90.8% attend public schools. Unemployment rate among those 16 or older is 5.9%.

School-business Partnerships

Glencliff continues to draw support from two PENCIL Partners: Dell Computers and Cricket Communications

In addition to our PENCIL partners, Glencliff also has formed partnerships with several other Businesses and organizations. The Glencliff Community Coalition is a partnership that Focuses on a community health initiative. Its members include Glencliff High School, Coleman Park Community Center, Vanderbilt Coalition for Healthy Aging, Vanderbilt LIVE IT program, United Neighborhood Health Services, and Meharry Medical College. The Global Alliance program is a program that focuses on education, exchange, and Leadership. The partners for this alliance are Glencliff High School, Harding Place YMCA, Cumberland University, and the Partners of the Americas. Other community organizations

and Glencliff are sunTrust Bank, the Nashville Hispanic Chamber of Commerce, Essentials, South Nashville Family Resource Center, Community Nashville, our 57th District State Representative Janis Sontany, and 16th district Councilwoman Anna Paige.

Some of the Neighborhood groups that have also been supportive of Glencliff High School are Flatrock Heritage foundation, Glencliff Neighborhood Association, Nolensville Road Community Partnership, and Radnor Neighborhood Association.

Glencliff also has an Advisory Board, made up of business leaders from the community who meet monthly to discuss important issues pertaining to the school.

In the evenings, Community Education classes are offered at Glencliff High School. Some classes offered are Computer, Welding, Carpentry, Cooking, English, Spanish, Italian, Choir, Orchestra, Band, Photography, and GED.

Other Community Factors

There are several private schools in the Glencliff High School community: St. Edwards Catholic School, Franklin Road Academy, Lighthouse Christian School, Ezell-Harding Christian School, David Lipscomb Campus School, University School of Nashville, Woodbine Christian Academy, and Father Ryan High School.

The major employers in the Glencliff area include Vanderbilt, Dell Computers, Southern Hills Medical Center, Nashville Airport Authority, Vought Aircraft Industries, Four-Forty Business Park, and various banks, restaurants, hotels, auto dealers, and other retailers. These businesses are exceptionally culturally diverse in their make up.

Some of the group homes that are located in the Glencliff community are Youth Villages, Monroe Harding Children's Home, the Oasis Center, Tennessee Baptist Children's Home, and Tallwood.

In the Glencliff community there are several substance abuse centers, such as Cumberland Heights, Centerstone Community Mental Health Centers, Inc., and Samaritan Recovery Community, Inc.

Some of the homeless shelters and emergency housing centers that are located in the Glencliff community are Nashville Rescue Mission, Nashville Family Shelter, Safe Haven Family Shelter, Oasis Center, The Next Door, and Catholic Charities.

Component 1b – Academic and Non-Academic Data Analysis/Synthesis

INDICATOR 1.4: Variety of Academic and Non-Academic Assessment Measures

The **academic** assessment measures examined were:

- TCAP Writing Assessment
- TCAP Alt.
- End of Course Assessments
- Gateway Mathematics Assessment
- Gateway Reading/Language Arts Assessment
- Gateway Biology Assessment
- ACT/SAT
- District Assessments
- 9-Week Tests
- Report Card Grades
- Unit Tests
- Formative Assessments
- CTE Competencies
- Avid Site Report
- Advanced Placement Assessments
- English Language Development Assessment
- Holt Reading Assessment
- *Coach* Practice Tests in English II, Algebra I, and Biology

The **non-academic** assessment measures examined were:

- Free and Reduced Lunch
- Attendance Rate
- Disciplinary Data/ Out-of-School Suspensions
- Graduation Rate
- Dropout Rate
- Promotion Rate
- Mobility Rate

The collection of data at Glencliff Comprehensive High School comes from academic and non-academic sources. Objective Performance indicators and Student Performance indicators are obtained from the Tennessee Comprehensive Assessment Program (TCAP), the Mathematics, Language Arts, and Science Gateway exams, student report cards, end of unit tests, and rubric-scored assessments which provide information on student progress. In many of the academic areas, teachers' use of presentations and projects (both group and individual) has contributed to the implementation of various assessment tools. Parents are informed about the results of assessments.

INDICATOR 1.5: Data Collection and Analysis

The Data Collection sub-committee of the School Improvement Team gathered data from past and present Student Management Systems within the school. Data were also collected from the school district's Department of Research and Evaluation. The data were then compared with the same data from the preceding year or years.

A. Academic Data

GATEWAY:

GATEWAY DATA

The Gateway tests measure student mastery of high school content standards in mathematics, English, and science. These tests are administered to students enrolled in Algebra I, English II, And Biology I. In addition to meeting other state requirements, students must pass all three Gateway tests in order to graduate with a regular diploma.

Glencliff Gateway Test Results
Percent Proficient/Advanced

	2004-2005	2005-2006	2006-2007	2007-2008
Algebra I Gateway Test	68%	74%	80%	92%
English II Gateway Test	84%	82%	86%	83%
Biology Gateway Test	92.8%	87.5%	94%	94.3%

A variety of assessment measures are implemented throughout the curriculum. In English, the Holt Reading Assessment allows teachers to assess student skill levels at the beginning of the year in Reading; a formative writing assessment is also given. ELL students and Special Education students are given diagnostic tests in math and biology. To monitor student progress and ready the students for district and state assessments, teachers utilize performance based assessments. Formative and summative assessments are also used.

GATEWAY AREAS OF STRENGTH

- Algebra I Gateway - Glencliff continues to see improvement in this testing area; in the 2007-2008 school year, 92% of first time test takers passed the Algebra I Gateway exam with proficient or advanced numbers. This percentage shows an increase of 12 % from 2006 -2007 and an increase of 18% since the 2005-2006 school year. The move from 68% in 2004 -2005 to 92% in 2007-2008 is a mark of success. The use of Thinklink as a formative assessment has contributed to the success in this area of the Gateway.

- Biology Gateway- Glencliff's Biology score of 94.3% in 2007-2008 shows an increase of .3% as compared with the 94% proficient and advanced students in 2006-2007. Biology scores have continued to improve since 2005-2006.

GATEWAY AREA OF NEED

- English II Gateway---In 2007-2008, 60% of first time English II test takers scored proficient or above for a 3% decrease from the 86% in 2006-2007. However, in 2007-2008, 42.9 percent performed at the advanced level, with four individuals scoring a 54. With a significant increase needed to meet the NCLB Benchmark of 93%, teachers and students must face the challenge of this goal.

TCAP WRITING ASSESSMENT

The TCAP Writing Assessment is administered to all eleventh grade students enrolled at Glencliff High School. This test measures the ability to write persuasively. It also measures each student's proficiency in grammar, sentence structure, and mastery of communication. A student must attain a score of 4, 5, or 6 on a scale of 1-6. Glencliff's results are:

TCAP Writing Assessment Scores

YEAR	PERCENT COMPETENT
2004-2005	64.9%
2005-2006	59.5%
2006-2007	63.2%
2007-2008	58.3%

TCAP WRITING ASSESSMENT AREA OF STRENGTH

- The percentage of students making a score of 4 or above increased 3.7% from 59.5% in 2005-2006 to 63.2% in 2006-2007. However, scores decreased 4.9% in 2007-2008, to 58.3%. Glencliff's English Department, with the guidance of a literacy coach, has led a writing initiative and writing across the curriculum has been a major focus. The use of prompts and timed writing assessments has become more integrated into the curriculum. Staff development and workshops, such as the Tennessee writing project based on the writing workshop strategy, have targeted writing and provided time for staff, in a variety of content areas, to receive instruction on writing. In addition, timed writing assessments, particularly in English I, English II, and English III classes, will employ rubrics and concepts to be implemented in the writing focus.

TCAP WRITING ASSESSMENT AREAS OF NEED

- Over forty percent of our students did not score proficient on this assessment. Therefore, a concentrated emphasis on the persuasive essay remains as an essential part of the

curriculum. In order to make appropriate progress on the TCAP Writing Assessment, teacher-prepared unit plans and daily lesson plans will include frequent writing activities. Writing will be implemented in each core and non-core curricular class. Holistic scoring, similar to that of the TCAP writing, will be used in formative assessments and for grading accuracy.

- In order to address individual needs, data is needed. When the writing test is administered, the recording of data is important to target groups and areas for helping that group improve.

TCAP-ALT

Due to the limited number of students tested using TCAP-Alt, there is little relevance to be found using this data for school improvement.

DISTRICT WRITING ASSESSMENT

This is a timed writing assessment that is given by MNPS for ninth grade students to measure the ability to both synthesize information and relate the information in a persuasive text. The test measures each student's proficiency in grammar, sentence structure, and mastery of communication.

District Writing Assessment Scores
Percent Proficient

2004-2005	2005-2006	2006-2007	2007-2008
30.1%	42.6%	24.7%	N/A

DISTRICT WRITING ASSESSMENT AREA OF STRENGTH

- Scores increased 12.percentage points from 2004-05 to 2005-06.

DISTRICT WRITING ASSESSMENT AREA OF NEED

- Writing scores decreased 17.9 percentage points from 2005-2006. The assessment was not administered in 2007-2008.

.

ACT DATA

The ACT composite scores were also considered in the analysis of student achievement. The ACT is the college entrance examination that most Glencliff students choose to take, especially if they are planning to attend a university in the southeastern region of the United States. In 2007-2008 the composite score was a 17.1, compared to the average score of 17 in 2006-2007 and 16.8 in the previous year, 2005-2006. Glencliff, below the national average, saw no significant increases or decreases.

COMPOSITE ACT SCORES

Year	Number Tested	Composite Score
2004-2005	151	17.1
2005-2006	156	16.8
2006-2007	143	17
2007-2008	155	17.1

ACT AREA OF STRENGTH

- The development of an ACT preparation class, as well as the implementation of community preparation classes, has added interest and awareness to increasing ACT scores.

ACT AREA OF NEED

- The Metropolitan Nashville Public Schools 2007 target was to increase the average ACT score to 22; however, Glencliff's average score was 17.1. Students should be encouraged to take the ACT and to also take the preparation classes available, both during and after school. Test taking strategies for the ACT should continue to be used in English III and IV, as well as upper division math classes.

SAT

Due to the limited number of students that take the SAT for entrance into college, there is little relevance in examining this area for school improvement.

CAREER AND TECHNICAL EDUCATION (CTE)

Through small learning communities (SLC), Business Management and Administration Academy, Health Sciences Academy, Hospitality and Tourism Academy, Human Services Academy, and International Studies Academy, Glencliff offers students many opportunities in Career and Technical Education (CTE). CTE classes include career management success, financial planning, computer applications, international business, virtual enterprise, critical thinking, strategies for success, accounting, keyboarding, document layout, culinary arts, technological systems, innovations and inventions, medical therapeutics, rehabilitative therapy, health science education, housing/nutrition, family and parenting, family consumer science, and cosmetology. Data for the 2007-2008 will not be available until January, 2009. The CTE enrollment for 2006-2007 was 665.

The core indicators of the Perkins III Report showed the following data:

Core Indicator – Performance Level	2005-2006	2006-2007
Academic Attainment	86.49%	78.57%
Skill Proficiencies	89.19%	96.43%
Completion	86.49	78.57
Placement	68.18%	77.42%
Participation Non-Traditional	17.96%	17.25%
Completion Non-Traditional	20.00%	9.09%

CTE Performance Level for NCLB Benchmarks

Benchmark	2006-2007
Reading/Language Arts	78.86%
Mathematics	100.00%
Graduation Rate	95.12%

CTE AREA OF STRENGTH

- All CTE students who took the Gateway mathematics assessment scored proficient or above the math target of 75% for 2006-2007. Graduation rate for CTE students was above the benchmark of 90%.

CTE AREA OF NEED

- CTE students were 11.14 percentage points below the 2006-2007 bench mark of 90%. CTE teachers should include persuasive writing activities in lesson plans to improve the Reading/Language Arts scores on the TCAP writing assessment.

AVID SITE REPORT

AVID (Achievement Via Independent Determination) involved 10.5% of the student body at Glencliff. In addition to learning study skills and practicing writing skills, students enrolled in AVID participate in community service projects. Of the students enrolled in the AVID program, 100% graduate and 47.4% have taken at least one AP exam. Increasing the awareness of college, 100% of the students in the AVID program complete the requirements for college.

AVID AREAS OF STRENGTH

- Students enrolled in this program are more likely to be prepared for college as 100% have skills for college.
- 100% of the students enrolled in the program graduated.
- 47.4% of the students enrolled in AVID take at least one AP exam.

AVID AREAS OF NEED

- More sections of AVID are needed to address the needs of students who are getting ready for college
- An increase in the number of students taking the ACT and AP classes and exams in order to assess college readiness.

ADVANCED PLACEMENT/HONORS

ADVANCED PLACEMENT TESTING

The Advanced Placement Program, sponsored by the College Board and administered by the Educational Testing Service, offers secondary school students the opportunity to participate in challenging college-level course work while still in high school. Glencliff offers advanced placement courses in English Language and Composition, English Literature and Composition, Calculus, Biology, Art, Statistics, and U.S. History. Students who take the AP exam, and receive a score of 3 or higher obtain college credit for the class. The AP exam costs $85; therefore, not all students who enroll in an AP class take the AP exam. However, students are reimbursed the exam fee if the score is 3, 4, or 5.

ADVANCED PLACEMENT TEST SCORING RESULTS
2007-2008

Advanced Placement Class	Number Enrolled	Number Tested	Number Scoring 3 or Above
English Language and Composition	22	20	7
English Literature and Composition	21	17	3
Calculus	8	2	0
Biology	25	10	4
Art	7	0	n/a
Statistics	31	6	0
U.S. History	12	7	2

HONORS CLASSES AND AP COURSES

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Students Tested in AP Classes	37	45	47	59	55
Tests Taken	58	66	62	85	62
College Credit Earned	30%	43.9%	21%	21.2%	21.1%

Enrolled in Honors or AP Programs	19.2%	21.2%	19.8%	20.0%	25.9%
Distinguished Scholars Diplomas	n/a	n/a	10	6	14

ADVANCED PLACEMENT AREAS OF STRENGTH

- In 2007-2008, 25.9% of Glencliff students were enrolled in courses designated AP or Honor. This is a 5.9% increase from the 2006-2007numbers, and depicts a 6.1% increase from the 2005 -2006 school year. Several Honors classes have been added for the underclassmen to prepare them for the rigors of AP courses in the final two years of study.
- The Pathways to College grant has afforded opportunities for continue Staff Development as well as one day workshops and Institutes for AP teachers.
- The introduction of Springboard will implement many AP practices, as well as increase the awareness of the need for Vertical Teaming.
- AP teachers at Glencliff have a syllabus approved by the College Board.

ADVANCED PLACEMENT AREAS OF NEED

- Of the number of students enrolled in AP classes in 2005-2006, 62 took the AP test. Because many students take two or three AP classes, this number indicates that not all AP students are taking the tests. Of the 85 tests taken, only 21.2% scored a three or above. For the students enrolled in AP classes in 2007-2008, 62 tests were administered; however, only 21.1% of the students taking the test scored a 3 or above. Although the number of students taking the AP test seems to be increasing since 2004-2005 when 45 students took the test, the success rate of receiving college credit has not increased.
- To be successful on AP tests, the student must have honors classes that follow the Pre-AP model. Continued training for teachers with AP institutes and workshops would be important for development of programs and future success in earning college credit for AP classes.

END OF COURSE ASSESSMENTS

The End of Course assessments allow students to display their performance levels based on course content for the subjects of English I, Math Foundations II, Physical Science, and U.S. History.

End of Course Assessments
Glencliff High School

YEAR	SUBJECT	PERCENT PASSING	SYSTEM PERCENT	STATE PERCENT
2005-2006	English I	80%	88%	94%
	Math Found II	52%	34%	76%
	Physical Science	72%	79%	88%
	U.S. History	85%	88%	92%
2006-2007	English I	87%	88%	95%
	Math Found II	50%	38%	75%
	Physical Science	76%	81%	89%
	U.S. History	88%	88%	94%
2007-2008	English I	87%	92%	95%
	Math Found II	57%	49%	81%
	Physical Science	88%	87%	94%
	U.S. History	83%	89%	95%

END OF COURSE AREA OF STRENGTH

- While scores do not meet the state percentages, the scores do reflect an improvement each year in each category. English I scores at the end of the year measured 87% while the state is 95%. In physical science, the scores are considered worthy at 88%; however, the state average is 94%.

END OF COURSE AREA OF NEED

- Continued review of Glencliff's scores should recognize the correlation of end of course testing with other essential assessments.

REPORT CARD GRADES

The Metropolitan Nashville Public School goal was to decrease the percentage of D's to 15% or less and F's to 10% or less on report cards each semester.

REPORT CARD GRADES OF D'S AND F'S

YEAR	PERCENT D'S	PERCENT F'S
2003-2004	16.7%	20.2%
2004-2005	17.5%	19.6%
2005-2006	17.3%	14.1%
2006-2007	17.4%	13.4%
2007-2008	16.5%	10.1%

GRADE AREAS OF STRENGTH

- Each year the percentage of F's has decreased; including decreasing 5.5% in 2005-2006 from the previous 19.6% in 2004-2005. In 2007-2008, the 10.1% was a decrease of 3.3% considering the previous year.
- Additional tutoring, including ZAP (Zeros Aren't Permitted) used in Advisory period, may be noted as interventions to decrease the numbers of D's and F's on report cards.

GRADE AREA OF NEED

- Although the numbers of low scores have decreased, the D's are measured at 16.5% while the target is 15% and the F's at 10.1% are closer to the target 10%. Each goal is reachable with communicated expectations.

B. Non-Academic Data

SCHOOL ATTENDANCE

The target goal for student attendance is 98%.

ATTENDANCE RATE

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
89.8%	86.5%	87.5%	88.0%	89.4%

PERCENT OF STUDENTS IN ATTENDANCE 95 PERCENT

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
39.5%	30.4%	29.4%	32.9%	35.3%

ATTENDANCE AREAS OF STRENGTH

- The attendance rate has risen slowly from 87.5% in 2005-2006, and the rate was 88% in 2006-2007. In 2007-2008, the attendance rate was 89.4.
- The emphasis on using the computer accounting system for attendance and the added initiative given teachers in the 2007-2008 with the use of Gradespeed are contributing factors to some success in this area. An automated system is used to call parents when students are recorded absent in their first period class. Teachers call home when students are absent and fill out an absentee referral when a student has been absent three days. The addition of a principal who contacts absentees and their parents has helped to address those students who might be having difficulties.

ATTENDANCE AREAS OF NEED.

- The target attendance rate for Metropolitan Nashville Public Schools is 98%. Last year 35.3% of students were not in attendance 95% of the time. Glencliff had an attendance rate of 89.4 % in 2007-2008 which is 8.6 percentage points below the target goal of 98%.
- Although Gradespeed, attendance referrals, and a guiding administrator have all been contributing factors to success, the attendance of students attending 95% of the time needs to be improved.

.**Mobility Rate**

Mobility rate is the entries and exits after the second week of school

MOBILITY RATE PERCENTAGES

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
48.8%	43.2%	49.0%	48.1%	50.9

MOBILITY RATE AREAS OF STRENGTH

- Although the mobility rate is high, it has remained fairly consistent for the last three years.
- The Advisory program at Glencliff was started as an intervention strategy to increase the graduation rate. With a mobility rate that is 50% and higher, the opportunity for meaningful relationships between teachers and students becomes increasingly more difficult.

MOBILITY RATE AREA OF NEED

.

- As the mobility rate is closely related to building relationships through our Advisory program, careful consideration should be made to examine the reasons for student transfers and to maintain our students for the purpose of keeping them in school and graduating from high school.

FREE/REDUCED PRICE LUNCH PROGRAM

PERCENT OF FREE/REDUCED PRICE LUNCH PROGRAM PARTICIPATION

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
47.6%	53.5%	63.0%	63.8%	72.8%

AREA OF STRENGTH

- The school is identifying more students who should participate in the Free and Reduced Lunch Program. There were 9% more students participating in the Free and Reduced Lunch Program in the 2007-2008 school year than in the 2006-2007 school year.

AREAS OF NEED

- The current rise in the percentage of economically disadvantaged children attending Glencliff Comprehensive High School indicates a need for teachers to receive additional professional development on teaching children from poverty backgrounds. In addition, this number should be considered when requesting waivers for testing, such as the PSAT.
- A method to further identify the students who qualify is necessary.

DISCIPLINARY DATA/ SUSPENSIONS

One of the goals of Metropolitan Nashville Public Schools was to reduce the percentage of out of school suspensions and expulsions to no more than 10% of the students. In addition, to reduce the gaps to no more than 10% among student groups was a goal. The percentage of students suspended out of school during 2007-2008 was 28.2%; this shows a decrease from 2006-2007, when out of school suspensions were 30.5%, and in 2005-2006 when there were 36.7%.

SUSPENSIONS (By Sub-Group)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Percent of Students Suspended Out-of-School	38.6%	42.9%	36.7%	30.5%	28.2%
Number of Students Suspended Out-of-School	507	582	483	406	375
Female	162	213	106	120	119
Male	345	369	377	286	256
Black	193	229	215	164	163
White	163	181	133	124	107
Other	152	172	135	118	105
Incidents of Out-of-School Suspensions per Student	1.41	1.35	.98	.75	.67

AREAS OF STRENGTH

- The number of students who have been in out of school suspension has decreased significantly, 14.7% since the 2004-2005 school year.

- Students Taking a Right Stand (STAR) and the STARS counselor have encouraged students to have better discipline.

AREA OF NEED

- There is a disparity between the number of male students, 256, and number of female students, 119, in out-of-school-suspension. Continued interventions and programs are needed to reduce the number of students suspended.

GRADUATION RATE

The NCLB benchmark graduation rate is 90% for the 2008-2009 school year.

NCLB 'ON-TIME' GRADUATION RATE

2004-2005	2005-2006	2006-2007	2007-2008
55.0%	62.5%	64.7%	69.0%

GRADUATION AREA OF STRENGTH

- Glencliff High School met AYP for the graduation rate for the 2007-2008 school year. Participation in Glencliff's Credit Recovery Program or the A Plus Program has been helpful in allowing students to graduate on time. These programs allow students to attend classes during and after school to make-up credit for classes that they had previously failed.

GRADUATION AREA OF NEED

- In order to continue reaching AYP, Glencliff High School must continue to raise its graduation percentage points by 3.5% each year to reach the 90% benchmark by 2014.

DROPOUT RATE

DROPOUT PERCENT RATE FOR EACH YEAR

	2004-2005	2005-2006	2006-2007	2007-2008
	6.2%	5.1%	4.4%	4.5%
Economically Disadvantaged	4.1%	4.3%	4.1%	3.7%
Students With Disabilities	3.6%	4.1%		2.7%
Limited English Proficient	5.2%	1.4%	4.9%	3.3%

DROPOUT AREA OF STRENGTH

- Dropout rate has consistently declined over a four year period for all subgroups.

DROPOUT AREA OF NEED

- Even though the dropout rate has declined, the graduation rate needs to increase by 3.5 % for the 2008-2009 school year to meet NCLB benchmark of 90% in 2014.

PROMOTION RATE

In grades 9-12, the promotion rate is based on the number of credits earned.

Promotion Rate

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
73.1%	77.8%	85.5%	79.1%	85.2%

PROMOTION AREA OF STRENGTH

- The percentage of the students earning credits on time increased by 6.1% from 79.1% in 2006-07 to 85.2% in 2007-2008.

PROMOTION AREA OF NEED

- Glencliff should improve its promotion rate until all students are promoted on time to each grade level.

INDICATOR 1.6: Report Card Data Disaggregation

According to the Report Card data from the State Department of Education, Glencliff High School is a highly diverse school with 72.8% of its students classified as economically disadvantaged. In addition, 21.1% of the students participate in the ELL program for Limited English Proficient and 11.1% are classified as Students with Disabilities.

In the 2007-2008 school year, Glencliff did not make Adequate Yearly Progress and is in Restructuring 1. While we are disappointed at the status for this school term, we realize that much work must be focused on the areas of weakness. Continual efforts will be instrumental in emphasizing our further progress toward our goals and the goals of NCLB.

Reading/Language Arts Gateway Assessment
Percent Below Proficient

Subgroup	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
All	18%	16%	18%	14%	17%
White	13%	11%	15%	14%	14%
Hispanic	23%	4%	21%	19%	19%
Black	19%	22%	18%	13%	17%
Economically Disadvantaged	25%	17%	16%	16%	19%
Students with Disabilities	37%	48%	52%	37%	39%
Limited English Proficient	33%	17%	29%	30%	41%
Female*		11.8%	2.4%	6.7%	3.1%
Male*		21.8%	13.9%	8.8%	9.7%

*This score does not include the writing assessment.

Reading Language Arts Gateway Assessment
Percent Proficient

Subgroup	2005-2006	2006-2007	2007-2008
All	43%	44%	40.3%
White	42%	35%	33.7%
Hispanic	39%	47%	42.4%
Black	48%	51%	45.2%
Economically Disadvantaged	43%	43%	39.3%
Students with Disabilities	39%	51%	51.5%
Limited English Proficient	43%	49%	43.4%

Reading Language Arts Gateway Assessment
Percent Advanced

Subgroup	2005-2006	2006-2007	2007-2008
All	39%	42%	42.9%
White	43%	51%	52.1%
Hispanic	40%	34%	38.4%
Black	34%	36%	37.5%
Economically Disadvantaged	41%	41%	41.2%
Students with Disabilities	9%	12%	9.1%
Limited English Proficient	28%	21%	15.9%

Reading/Language Arts Gateway Assessment
Percent Proficient/Advanced

Subgroup	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
All	82%	84%	82%	86%	83.2%
White	87%	89%	85%	86%	85.8%
Hispanic	77%	96%	79%	81%	80.8%
Black	81%	78%	82%	87%	82.7%
Economically Disadvantaged	75%	83%	84%	84%	80.5%
Students with Disabilities	63%	52%	48%	63%	60.6%
Limited English Proficiency	67%	835	71%	70%	59.3%
Female*		88.2%	97.6%	93.3%	96.9%
Male*		78.2%	86.1%	91.2%	90.3%

* This score does not include the writing assessment.

Reading/Language Arts Gateway Assessment Scores
(This does not include TCAP Writing score)
Percent Proficient/Advanced

Subgroup	2004-2005	2005-2006	2006-2007	2007-2008
All	82.8%	91.8%	92.2%	93.7%
White	87.2%	90.6%	92.2%	95.4%
Hispanic	92.0%	92.1%	91.9%	97.2%
Black	75.4%	92.5%	91.3%	89.6%
Economically Disadvantaged	77.4%	91.0%	93.0%	91.7%
Students with Disabilities	53.1%	58.3%	71.1%	79.3%
Limited English Proficiency	71.7%	94.3%	89.8%	86.4%
Female	88.2%	97.6%	93.3%	96.9%
Male	78.2%	86.1%	91.2%	90.3%

In 2008, the distribution of TCAP Writing scores is shown below. With 32% scoring a 3, we have a significant percentage of students who are close to passing. Clearly, we need to move this group up to a 4 or better this year by providing tutorials for all students in writing persuasive essays.

TCAP Writing Assessment Scores
Proficiency Level
2007-2008

Score	PERCENT COMPETENT
1	3 (1.2%)
2	19 (7.3%)
3	83 (31.9%)
4	128 (49.2%)
5	24 (9.2%)
6	3 (1.2%)

The "Reading/Language Arts Plus Reading" scores represent our school's performance on the Eleventh Grade TCAP Writing Assessment administered to all juniors and on the school's performance on the English II Gateway examination administered to all tenth graders enrolled in English II. Reportedly, the TCAP Writing Assessment score counts one-third and the English II Gateway exam counts as two-thirds of the final score on the report card. However, our numbers are not perfectly consistent with this formula. Apparently, our mobility rate also is factored into the formula. Glencliff scored 93.7% in 2008 on the English Gateway II examination. This score represented an increase of 1.5 percentage points over the 2006-2007 score. The Writing Assessment score was 58.3% for the 2007-2008 school year and a decrease of 4.9 percentage points from the 63.2% in 2006-2007. Glencliff's combined Reading/Language Arts Plus Reading score was 83% for all students—a decrease of 3 percentage points from the previous year. A score of 93 was needed for the school to reach its AYP in this area. We exceeded this goal for our English II Gateway scores, but we were fare below in writing, thus lowering our combined scores and missing AYP. Clearly our area of greatest weakness is in writing for all subgroups.

The data reveal that 86% of white students scored proficient or above on combined assessments. Eighty-one percent of the Hispanic students, 83% of the Black students, and 100% of the Asian/Pacific Islander students scored proficient or advanced. Eighty-one percent of the economically disadvantaged students, 61% of the students with disabilities and 59% of student with Limited English Proficiency tested proficient or above. Scores for the Native American and Asian/Pacific Islander subgroups are not presented here. There are less than 45 students in each of these subgroups person so the subgroup is statistically not applicable.

The disaggregated data reveal that 96.9% of females and 90.3% of males scored proficient or advanced on the English II Gateway Test only. No data was available for gender on the TCAP Writing Assessment

Mathematics Gateway Assessment
Percent Below Proficient

Subgroup	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
All	55%	32%	26%	20%	8%
White	53%	26%	17%	19%	4%
Hispanic	55%	36%	27%	20%	7%
Black	62%	37%	34%	20%	14%
Economically Disadvantaged	55%	32%	25%	22%	9%
Students with Disabilities	88%	51%	49%	61%	36%
Limited English Proficiency	53%	36%	27%	32%	7%
Female		28.0%	14.0%	12.5%	7.2%
Male		23.2%	16.9%	14.3%	8.0%

Mathematics Gateway Assessment
Percent Proficient

Subgroup	2005-2006	2006-2007	2007-2008
All	47%	49%	46.5%
White	43%	49%	43.2%
Hispanic	56%	45%	43.1%
Black	47%	54%	53.1%
Economically Disadvantaged	49%	48%	46.3%
Students with Disabilities	38%	28%	50%
Limited English Proficiency	33%	38%	47.5%

Mathematics Gateway Assessment
Percent Advanced

Subgroup	2005-2006	2006-2007	2007-2008
All	27%	31%	45%
White	40%	32%	52.3%
Hispanic	17%	35%	50%
Black	19%	26%	32.7%
Economically Disadvantaged	26%	30%	44.8%
Students with Disabilities	13%	11%	13.6%
LEP	40%	30%	45.9%

Mathematics Gateway Assessment
Percent Proficient and Advanced

Subgroup	2005-2006	2006-2007	2007-2008
All	74%	80%	92%
White	83%	81%	96%
Hispanic	73%	80%	93%
Black	66%	80%	86%
Economically Disadvantaged	75%	78%	91%
Students with Disabilities	51%	39%	64%
Limited English Proficiency	73%	68%	93%
Female	86.0%	87.5%	92.8%
Male	83.1%	85.7%	92.0%

The Algebra I Gateway scores have risen each year since the 2004 administration. In 2005-2006, 74% scored proficient or advanced. In 2006-2007, Algebra I scores rose to 80%, and in 2007-2008 scores rose to 92% for a difference of 12 percentage points. In 2007-2008, the disaggregated data reveals that 92% of males and 92.8% of females scored proficient or advanced. A gap exists between the performance of Blacks and Hispanics and Whites. Blacks, when compared to white students, scored 10% less, the Black subgroup score was 86% proficient and advanced whereas the white subgroups were measured at 96%. According to the 2007-2008 data, 96% of the white students scored proficient or advanced on the Algebra I Gateway examination; 93% of the Hispanics scored proficient or advanced; and 86 % of the black students scored proficient or advanced. The Economically Disadvantaged subgroup scored 91% as proficient or advanced and was within 2% of the overall score of 93%. Students with Disabilities scored 64%, a 25% increase over the previous year. The Limited English Proficient category scored 93% as proficient or advanced.

Comparison of Scores for Subgroups

Since 2003-2004, the distribution of our scores for all students has been fairly consistent with 14-18% below proficient, 40-43% proficient, and 39-43% advanced. The subgroups have not shown quite the same degree of consistency. The results for whites, Hispanics, and blacks show slight improvement over recent years, with lower percentages below proficient and/or greater percentages scoring advanced. economically disadvantaged students, students with disabilities, and students with limited English proficiency have shown declines in performance with greater percentages below proficient and/or lower percentages scoring advanced. The subgroup with the most statistically significant changes over the past two assessments is students with limited English proficiency. Students with limited English proficiency had an increase from 30% to 40.7% scoring below proficient and a decrease from 21% to 15.9% scoring advanced. The decrease in performance in these subgroups was offset by the small increases in other subgroups so that the overall percentage scoring advanced increased slightly, but the percentage scoring below proficient also increased slightly, leaving fewer in the middle. Males and females had .8 percentage point difference. Native American and Asian/Pacific Islanders had less than forty-five students.

GROWTH DIFFERENCES/GAPS:

Low to Middle Achievers

The percentage of low achievers (below proficient) on the 2007-2008 Reading/Language Arts Gateway Assessment was 16.8% and the percentage of middle achievers (proficient) was 40.3% for all students. The percentage of low achievers (below proficient) on the 2008-2007 Mathematics Gateway Assessment was only 8% and the percentage of middle achievers (proficient) was 46.5%.

Middle to High Achievers

The percentage of middle achievers (proficient) on the Reading/Language Arts Gateway Assessment was 40.3%, and the percentage of high achievers (advanced) was 42.9% for all students. The percentage of middle achievers (proficient) on the Mathematics Gateway Assessment was 46.5% and the percentage of high achievers (advanced) was 45%.

Low to High Achievers

The percentage of low achievers (below proficient) on the 2007-2008 Reading/Language Arts Gateway Assessment was 16.8%, and the percentage of high achievers (advanced) was 42.9% for all students. The percentage of low achievers (below proficient) on the 2007-2008 Mathematics Gateway Assessment was 8% and the high achievers (advanced) was 42.9%.

Students at Glencliff have the same opportunities to make performance gains. High achievers are challenged in honors and advanced placement classes that enhance their current levels of performance. Glencliff offers a diverse curriculum that allows middle achievers to demonstrate success in a variety of areas. Low achievers have the same opportunities to achieve in classes with tutorials and special needs assistance. The addition of the SLC (Small Learning Communities) and the Ninth Grade Academy affords additional opportunities for all levels of students to achieve.

INDICATOR 1.7: Narrative Synthesis of All Data

The Data Collection sub-committee of the School Improvement Team gathered data from past and present Student Management Systems within the school. Data were also collected from the school district's Department of Research and Evaluation, Tennessee State Report Card, and the College Board. The data were then compared with the same data from the preceding year or years. The non-academic data that we found to have a profound impact on student achievement were those variables that directly affect student attendance. We compared student achievement rates, as well as, attendance and out of school suspensions with the data of previous years.. From this comparison, we decided which areas were those of strength and of need for Glencliff High School.

It is by examining student performance data that schools may visualize a picture of student success. This examination also provides a foundation for the instructional strategies needed to meet our targeted goals. In assessing our status, it is important to remember that Glencliff High School is a diverse school. Recognizing that our school is a "melting pot" of learners, our staff is dedicated to meeting each learner's needs. Adopting as our motto, "Our Diversity Is Our Strength" is a first step in seeing the big picture of our future. Recognizing our strengths and realizing our needs will lead to progress in academic and non-academic areas. In the past, Glencliff has proven that although we work with a high percentage of economically disadvantaged students, 72.9%, we can meet AYP and prove our success.

With high expectations for the students, the stakeholders of Glencliff High School know that success does not come easy. Providing students with a quality education, our staff is dedicated to preparing each student to succeed in school, graduate, and continue on the pathway to success. While progress has been made, continued progress is needed.

CRITICAL AREAS OF NEED

Based on our analysis of the data, the critical areas of need include (1)focused attention on improving student performance on the TCAP Writing and English Gateway tests; (2) the entire staff must work diligently to reduce the absentee rate so that students are present to receive needed instruction; (3)putting in to place strategies to improve the graduation rate (3) students who consistently make D's and F's need early intervention strategies to remediate them so that they will not fail needed classes; (4) Teachers must be given the resources and assistance, including continual instruction in writing, to help them provide quality instruction of students of all ability levels;

CRITICAL AREAS OF STRENGTH

The areas of strength include: (1) our students' high performance on the Algebra I and Biology I, (2) an improvement in the graduation rate of 4.3% over the previous year, (3) the development of small learning communities and the ninth grade academy to address the issue of staying in school and graduating on time (4) the implementation of Advisory programs to help establish relationships with students who might not be as involved or integrated in the high school environment (5)the success of CTE programs instilling in our students the desire to learn

professional skills (6) an administration dedicated to meeting our goals and challenging all levels of learners, and (5) talented educators with a desire to implement new and different strategies to improve instruction.

INDICATOR 1.8: Prioritized List of Goal Targets

Glencliff's priority goal targets are as follows:

- The percentage of students scoring four or above on the TCAP Writing Assessment will increase 34.7 percentage points from 58.3% in 2007-2008 to 93% in 2008-2009 to meet the 2009 NCLB Benchmark of 93% in Reading/Language Arts.
- The percentage of students scoring proficient or advanced on the TCAP Gateway Reading/Language Arts Assessment will increase by 10 percentage points from 83% in 2007-2008 to 93% in 2009 to meet the NCLB benchmark of 93% for 2009.
- The percentage of students scoring proficient or above on the TCAP Gateway Mathematics Assessment will increase 3 percentage points from 92% in 2007-2008 to 95% in 2008-2009 and continue to exceed the NCLB benchmark of 83% for 2008-2009.
- The percentage of on-time graduates will increase by 3.5 percentage points from 69% n 2007-2008 to 72.5% in 2008-2009 to meet the NCLB benchmark of 90% in 2014.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision
Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision
(Rubric Indicators 2.1 and 2.2)

Beliefs
Glencliff High School community believes: • Researched-based information and data should be utilized for shared decision-making • Staff and stakeholders should have high expectations for all students to encourage a high-performing learning culture so students can achieve proficiency and beyond • The mission statement should provide a clear purpose and direction for the school • Policies and procedures should be aligned with school's goals in maintaining a focus on improving student achievement. • Effective internal and external communication and collaboration with staff and stakeholders are essential for school improvement.

Common Mission
In support of our beliefs, our missions statement is: Glencliff High School's mission is to use all school and community resources to provide a safe learning environment where teachers, students and parents share responsibility to improve academic achievement so all students will meet the Tennessee requirements for graduation.
Shared Vision

To support the beliefs and mission, Glencliff High School's vision is :

Our vision is to make Glencliff High School a truly comprehensive place of learning and the central focus of the community. Glencliff will be a place that provides quality educational program an services in an environment that promotes pride, responsibility, achievement, and growth for students, parents, staff, and community members.

Current Curricular Practice	**Glencliff uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards.**
Evidence of Practice (State in definitive/tangible terms)	MNPS Standards book; Unit/lesson plans, textbooks aligned to standards
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts and math – Ineffective in TCAP Writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway, exams, report cards, graduation rate; lesson plans, teacher observations
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective: Bio GW 94.3 Eng GW 93.7; Alg GW 92; Teacher unit plans reviewed; Ineffective: Writing Assessment 58.3%
Evidence of equitable school support for this practice	Standards books distributed to all, also Online; Unit/lesson plans reviewed
Next Step (changes or continuations)	Professional development in cross curricular planning and writing

Current Curricular Practice	**Glencliff has established schoolwide student achievement benchmarks**
Evidence of Practice (State in definitive/tangible terms)	Benchmark tests for all EOC and Gateway courses, common final exams for math, biology, and English II
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective for Reading/Language Arts and Math – Ineffective for Writing
What data source(s) do you have that support your answer? (identify all applicable sources)	EOC and Gateway scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Positive correlation between benchmark tests and grades; EOC, Gateways
Evidence of equitable school support for this practice	All EOC and Gateway courses have benchmark tests
Next Step (changes or continuations)	Develop common finals for all core courses, work on vertical teaming

Current Curricular Practice	**Glencliff has implemented a grade appropriate cohesive standards based model for literacy.**
Evidence of Practice (State in definitive/tangible terms)	Literacy standards are embedded in each content standard
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language and Math, Ineffective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	School-wide writing practices/ TCAP Writing Assessment and Gateway scores for math and biology
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All students involved in developing skills in writing must improve over-all TCAP Writing scores by 34.7 percentage points from 58.3% to 93% to meet NCLB benchmark.
Evidence of equitable school support for this practice	Cross curricular writing assignments, teachers involved in professional development on reading and writing strategies
Next Step (changes or continuations)	Continue cross curricular writings, provide additional professional development

Current Curricular Practice	**Glencliff has implemented a grade appropriate cohesive standards based model for mathematics.**
Evidence of Practice (State in definitive/tangible terms)	MNPS Standards Book, Intervention classes, ZAP time during Advisory, SES tutors, assigned math specialist
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway scores, EOCs, District Assessment
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	92 GW score in Algebra I
Evidence of equitable school support for this practice	Equitable: Algebra I and Algebra Gateway Intervention available to all students
Next Step (changes or continuations)	Continue with Math Specialist position, improve communication with 8th grade feeder schools to insure appropriate 9th grade course placement

Current Curricular Practice	**Support system is in place for enhancing the quality of curriculum and instruction**
Evidence of Practice (State in definitive/tangible terms)	PALS, STEM Coach, Literacy Coach, Special Education Coordinator, Math Specialist, A+, Credit Recovery, SES, departmental meetings, tutoring, COMP, CTE Labs, Dedicated Professional Development time, Guidance Counselors, SLCs, Media Center, collaboration
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts and math - Ineffective: writing
What data source(s) do you have that support your answer? (identify all applicable sources)	1st yr for extensive dedicated prof. dev.; sign-in sheets for activities and labs
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Number of teachers who utilize the labs, Media Center, and professional development
Evidence of equitable school support for this practice	Because of a mandated renovation of the Media Center, there has been limited availability of this facility; other programs available to all
Next Step (changes or continuations)	In house mentoring program for new teachers; keep PALS and STEM coaches' program

Current Curricular Practice	**Monitoring is in place for enhancing the quality of curriculum and instruction.**
Evidence of Practice (State in definitive/tangible terms)	PALS, SLC & faculty meetings, classroom observations by principals and EE's, failure rates, SIP, test scores, progress reports, Think Link, formative assessment, unit/lesson plans evaluated, , AP Course & Honors offerings, Parent Portal, Inclusion
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts and math – Ineffective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateways, minutes from meetings, SIP, report cards, progress reports, graduation rate
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Gateway results, report cards, graduation rates(up 4.3%), Parent Portal to Gradespeed (over 300 parents are active)
Evidence of equitable school support for this practice	All faculty are required to attend dept. and faculty meetings, all teachers must submit unit/lesson plans for review, parental portal available at school
Next Step (changes or continuations)	Continue to grow and develop strong SLC program; expand inclusion program with appropriate professional development

Current Curricular Practice	**Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.**
Evidence of Practice (State in definitive/tangible terms)	Textbook selection, essential literature, technology including computers, LCD projectors in every classroom, graphing calculators, Formula for Success in Algebra I, A+ Credit Recovery, Think Link, formative assessments
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts and math- Ineffective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateways, Unit/lesson plans, class-room obs., report cards, EOCs, District Assessment
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Teacher evaluations; Effective: Biology, Eng., Alg. Gateways summative scores - Ineffective: Writing Assessment scores
Evidence of equitable school support for this practice	Standards books distributed to all; also Online; Unit/ lesson plans reviewed; equitable evaluation schedule for all teachers.

Next Step (changes or continuations)	Training in Web resources; continuation of computer specialist

TEMPLATE 3.1.b: Curriculum Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – "What Is" –which is identified in your practices – and the desired future state – "What Ought To Be" – which is found in the rubric. Completing Template 3.1.b (the gap analysis) should help school team members discover "What Ought To Be."

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to curricular practices, also to be recorded in Template 3.1.b.

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

"What is" The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- TIME
  In order to do cross-curricular planning and discuss issues regarding students, SLC teams meet twice a week during their common planning period. To teach the standards based curriculum, we are currently focusing our time on exploring best research-based practices. All faculty members meet weekly and eight mornings a year for two and a half hours to enhance their professional development. The teachers are also encouraged to take their five professional growth days to improve their teaching skills. The school continually works on implementing, monitoring, and revising activities designed to improve academic achievement and overall school performance.

- MONEY
  Allocation of funds is prioritized on the basis of academic needs. Additional funds are used to improve students' access to instructional support, specific program improvements, and technological integration.

- PERSONNEL
  Five permanent substitutes have been added to the staff to provide time for in-house professional development opportunities, teaming of teachers, or pull-out tutoring for students. Additional staff members have been hired to work in specific areas identified as areas of need (i.e. special education coordinator, math specialist, literacy coach, etc.) Glencliff H. S. has hired over 50 teachers in the last two years; thus, a whole new culture has evolved. New teachers receive support with monthly new teacher meetings and through the PALS program.

- OTHER RESOURCES
  Glencliff has supportive community partners through the Glencliff Community

Coalition.

"What Ought to Be" – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- TIME
  Additional time is needed for professional development in teaching in the block, differentiated instruction, and data driven instruction. Also, time is needed to work in teams to develop vertical teaming, cross-curricular units, and pacing guides.

- MONEY
  In order to offer professional development opportunities, Glencliff needs funds to pay facilitators and stipends or substitutes for participants. Financial incentives are needed to attract, retain, and recognize quality teaching. Additional money would allow for student recognition and school-wide incentives. Opportunities for grant money should be publicized so that more teachers could apply for these funds.

- PERSONNEL
  We would like to continue to staff personnel based on the needs of the school. This would mean staffing in excess of the system's usual staffing formula. Specifically, we would like to lower the class sizes in high stakes courses. In order to promote a higher graduation rate, we would like an additional guidance counselor to help develop and follow-up on intervention plans for potential repeaters.

- OTHER RESOURCES
  Business, community, and parental support need to be aligned to support individual content needs as well as school-wide programs and needs.

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

Template 3.1.c: Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required
What are our major strengths and how do we know? **National, State, and District level standards, which are correlated and work in conjunction with each other, have been provided. In addition to increasing the number of Advanced Placement and Honors courses offered, there is an emphasis on increasing rigor in all classes. Inclusion classes and sheltered classes address student needs and work to raise standards. Curriculum adjustments are made for ELD students.**

Curriculum Summary Questions- Narrative Response Required
What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.) **To ensure that teachers embed standards in their curriculum planning, every teacher needs training in curriculum alignment and vertical teaming. New teachers, a significant part of our faculty, need on-going support and monitoring. Professional development is needed to support writing across the curriculum especially in areas of developing topics and writing assessment. Lower pupil teacher ratios are needed in ELD and inclusion classes.**

Curriculum Summary Questions- Narrative Response Required
How will we address our challenges? **We will concentrate on professional development programs that promote writing across the curriculum. The five permanent substitutes will be used to allow teachers to participate in teaming and in-house professional development. We will continue utilizing classroom observations and monitoring by administrators and EEs. We will push for additional certificated staff to lower class size in ELD reading and inclusion classes.**

Current Instructional Practices	**Classroom instruction is aligned with standards based curriculum**

Evidence of Practice (State in definitive/tangible terms)	Standards are the basis for our objectives/lesson/unit plans. Pacing guides are developed from the standards. All adopted textbooks are aligned with state standards, and each student receives a textbook.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective for Math, Biology, Physical Science, English Gateway Ineffective for TCAP Writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Test Scores: Gateway, EOC, Writing Assessment, ACT, PSAT scores, benchmark tests, and AP exam scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Test Scores: 91% Passing Rate in Math 83% Passing Rate in English
Evidence of equitable school support for this practice	Department chair/principals review unit plans, classroom observations indicate cross curricular instruction is standards based.
Next Step (changes or continuations)	Departmental work on pacing guides and delivery of instruction. Continue to implement writing strategies to improve student achievement on TCAP Writing Assessment in February.

Current Instructional Practices	**Classroom instruction is aligned with the assessments**

Evidence of Practice (State in definitive/tangible terms)	Lesson plans and unit plans are aligned with the particular standards for each curricular class. Pre/post unit assessments are based on the state standards.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Math and Reading/Language Arts Gateway Assessments Ineffective on TCAP Writing Assessment
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Assessments: Gateway Mathematics, Reading/Language Arts, and Writing
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Test Scores: 91% proficient/advanced on Gateway Mathematics Assessment 93.7% proficient/advanced on Reading/Language Arts Gateway Assessment 58.3% proficient or above on TCAP Writing Assessment
Evidence of equitable school support for this practice	Every content area was required to give a formative assessment to each student to gauge ability levels, and provide necessary support.
Next Step (changes or continuations)	Continued support and professional development for cross curricular lessons and planning. Lesson and unit plans will incorporate daily student writing assignments.

Current Instructional Practices	**Teaching process is data driven**

Evidence of Practice (State in definitive/tangible terms)	End of Course, Gateway, benchmark, TCAP, ELDA, and diagnostic testing are used by the teacher to determine the student's strengths and weakness to guide instruction.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective for Math – 92% scored proficient/advanced on Mathematics Gateway Assessment. 93.7% scored proficient/advanced on Reading/Language Gateway Assessment Ineffective for writing—58.3% scored proficient or above on the TCAP Writing Assessment.
What data source(s) do you have that support your answer? (identify all applicable sources)	End of Course, Gateway, benchmark, TCAP, ELDA, and diagnostic testing
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Gateway scores—Math scores on Gateway Assessment increased by 12 percentage points from 80% in 2006-2007 to 92% in 2007-2008. Reading/Language Art Assessment scores without writing increased 1.5 percentage points from 92.2% in 2006-2007 to 93.7% in 2007-2008. Writing scores decreased by 4.9 percentage points from 63.2% in 2006-2007 to 58.3% in 2007-2008.
Evidence of equitable school support for this practice	Ninth and tenth grade team members share student data in team meetings. Benchmark data is used to drive whole class instruction and individual student instruction.

Next Step (changes or continuations)	Continue professional development to instruct teachers to use data to guide instruction

Current Instructional Practices	**Students are actively engaged in high quality learning environments as supported by higher order thinking skills**
Evidence of Practice (State in definitive/tangible terms)	Document based questioning, project based learning, Socratic questioning, word problems, and inquiry based learning are used in content area classroom. Concept based learning vs. Content based learning.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in the content areas Ineffective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	AP testing , summative and formative assessments, ACT testing
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	There are pockets of excellence in engaging students in higher order thinking and problem solving, but not all students are afforded the opportunities in these areas. Eleventh grade writing assessment scores indicated only 58.3% scored proficient or above.
Next Step (changes or continuations)	Professional development that supports student centered learning with emphasis on writing.

Current Instructional Practices	**Teachers incorporate a wide range of research based, student centered teaching strategies**
Evidence of Practice (State in definitive/tangible terms)	Observations indicate teachers incorporate student centered learning, but teacher centered learning is more prevalent. Ford PAS lessons in CTE classes. Small learning communities with inclusion classes, pacing guides, AVID classes. COMP trained staff.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective for math, English, and CTE Ineffective for writing skills.
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	100% of CTE students, 2006-2007 passed the Gateway math test. 92% of 2007-2008 students passed the Gateway math test. Gateway Language Arts reading assessment had 93.7% passing. 58.3% scored proficient or above on TCAP Writing Assessment.
Evidence of equitable school support for this practice	Teachers of various content areas trained in Ford PAS and AVID. Professional Development opportunities. Some ELD students are not provided equitable school support due to grade level requirements regarding state tests.
Next Step (changes or continuations)	Continue with professional development and student centered activities with emphasis on writing.

Current Instructional Practices	**Classroom Instruction supports the learning of students with diverse cultural and language backgrounds or with different learning needs and learning styles.**
Evidence of Practice (State in definitive/tangible terms)	ELD classes for all levels of ability. Sheltered classes are available for students with limited English proficiency. Translators are available for teachers, students, and parents. Inclusion classes are also available for students with need.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Inclusion is a new practice; therefore, we do not have enough evidence. Ineffective in English because students are required to participate in TCAP writing test for the 11th grade when their skills are not at an 11th grade level.
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP writing assessment Gateway Scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	English –Ineffective 93.7% Proficient or advanced on Gateway 58.3 % on TCAP Writing
Evidence of equitable school support for this practice	Inequitable because students have not been exposed to various cultural experiences that might be included on the writing assessment.
Next Step (changes or continuations)	Incorporating writing in every class. Diagnostic formative testing to determine where students need help. Pacing guides to identify where students needs extra help. Professional development for writing across the curriculum.

TEMPLATE 3.2.b: Instructional Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – "What Is" –which is identified in your practices – and the desired future state – "What Ought to Be" – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover "What Ought to be."

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to instructional practices, also to be recorded in Template 3.2.b.

Template 3.2.b: Instructional Gap Analysis

"What is" The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

"What is" The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- TIME
  Teachers spend time in small learning communities teams planning cross curricular lessons that are standards based. Administrators monitor their planning through attendance in meetings, classroom observations, and reviewing unit plans and minutes of team meetings. Teachers use benchmark testing to drive instruction and determine need for reteaching to achieve mastery of standards.
- MONEY
  Tutors are provided for students scoring below proficient in math and English Gateway skills. Permanent substitutes are made available for in-house professional development by department and/or content.
- PERSONNEL
  The literacy coach meets with teachers on an individual or group level to help plan instruction to incorporate reading and writing skills across all curriculum. The math mentor specialist works with the math department to incorporate teaching strategies that address state math standards. STEM coaches provided by the district work with Science teachers to improve instruction within that content.
- OTHER RESOURCES
  Classroom technology includes LCD projectors, overheads, CPS (classroom performance system) clickers, TI-84 calculators, TI-89 calculators, CPS (classroom performance system) chalkboards, three computer labs. These resources are used to assess mastery and prescribe intervention for those students not meeting state standards. Computer labs are used for ACT preparation, credit recovery, content recovery, AP preparation, and Gateway intervention.

"What Ought to Be" – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- TIME
  Teachers need time to be trained in expanding higher order thinking skills, essential questioning, differentiating instruction based on formative assessments, and implementing high quality instructional practices. Teachers also need time to evaluate data that will drive their classroom instruction. While ninth and tenth grade teams are working to meet collaboratively on a weekly basis, eleventh and twelfth grade teachers do not have common planning time to meet collaboratively.
- MONEY
  Funding is needed to provide substitutes and to send teachers to training opportunities that will increase classroom performances. Money is also needed to provide in-class tutors in lower level ELD classes to improve reading, writing, speaking, and listening skills of those students enrolled in ELD levels I and II.
- PERSONNEL
  Tutors are needed to work with students in a one-on-one setting in the lower level ELD classes to raise proficiency of students in reading, writing, speaking, and listening in English.
- OTHER RESOURCES
  Parent education classes should be available to assist parents in learning effective strategies for supporting their students in their academic pursuits and priorities. Support is needed from the juvenile courts system to require parents to attend parenting classes to learn strategies for encouraging students in school attendance and behavior.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? No. More time is needed for the Small Learning Community (SLC) teachers, Gateway teachers, and eleventh grade English teachers for planning, meetings, and professional development.
Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? No. At this time, five additional assigned substitutes and one additional English teacher have not been hired because funds have been frozen at the district level. One additional ELD teacher has not been hired, and we need an additional reading/writing specialist. New teachers are not afforded provisions for the loss of time due to SIP, SLC meetings, and other meetings during planning times.

Based on the data, are we accurately meeting the needs of all students in our school? The 2007-08 TCAP English II scores of 83% scoring proficient or above and 2008 TCAP writing score of 58.3% indicates that all students need additional assistance in writing, reading and language arts.

The following summary questions are related to **instruction.** They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required
What are our major strengths and how do we know? We have a young, enthusiastic faculty with a desire to see all students achieve and learn, and with a belief that all students can learn. This is evident by the hours teachers prepare and their willingness to attend trainings made available to them. Teachers make every effort to ensure that all instruction and assessments are standards based. They are dedicated to using data from benchmark testing to design instruction to address needs indicated. The 2007-08 Mathematics Gateway score was 92%, 9 percentage points over the 83% NCLB benchmark.

Instructional Summary Questions- Narrative Response Required
What are our major challenges and how do we know? (These should be stated as **instructional** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.) Teachers need training in data driven instruction, differentiated instruction derived from formative assessments. Teachers need instruction in designing higher level questioning, reading and writing instruction that is content based, project-based learning, and authentic alternative assessments. Teachers across all grade levels and all content need opportunities to collaborate on data analysis, planning, implementation, and strategies. This is based on the 2007-08 Gateway Reading/Language Arts Score of 83% proficient or advanced and 2008 TCAP Writing Assessment Score of 60% proficient or above.

Instructional Summary Questions- Narrative Response Required
How will we address our challenges? Hiring of additional tutors and personnel would allow teachers more time for collaboration. Use of in-house and outside resources to bring professional development to teachers will support our efforts in improving the identified needs. Training in the identified areas will enable teachers to work more efficiently, not harder to develop student centered classrooms that focus on concept learning. We need to increase our writing scores by 33 percentage points and our Gateway Reading/Language Arts by 7 percentage points.

3.3a: Current Assessment Practices

Current Assessment Practices	**Glencliff uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum**
Evidence of Practice	TCAP Writing Assessment, Gateway English II, Gateway Algebra I, Gateway Biology I, EOCs, End of nine weeks testing, Unit tests are aligned with state standards
Is the current practice research-based?	Yes
Is it a principle and practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts, math, biology-not effective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway test scores-TCAP Writing Assessment
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective in Reading/Language Arts –Score 93.5%, math-score 92%, biology 94.3%-not effective in writing-58.3%
Evidence of equitable school support for this practice	The entire faculty teaches and reinforces state standards- all classes teach writing skills
Next Step (changes or continuations)	Communicate testing standards and student scores/supply materials

Current Assessment Practices	**Glencliff assures that the appropriate assessments are used to guide decisions relative to student achievement.**
Evidence of Practice	Teachers and support personnel collect and analyze all testing data in order to provide interventions. Diagnostic and formative testing occurs at regular intervals and pacing guides are constructed
Is the current practice research-based?	Yes
Is it a principle and practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts, math, biology-not effective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Textbook constructed diagnostic tests in reading and math. Teacher constructed formative testing, Gateway and EOC testing, State Practice Tests
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	EOC English – 87% proficiency, Physical Science-88% proficient, Diagnostic reading test identified understanding text organization as a weakness
Evidence of equitable school support for this practice	All teachers support and teach state standards and prepare students in basics
Next Step (changes or continuations)	Continue to monitor student progress and re-teach based on data results

Current Assessment Practices	**Glencliff uses a variety of data points for decision making relative to student achievement.**
Evidence of Practice	TCAP Writing Assessment, Gateway English II, Gateway Algebra I, Gateway Biology I, EOCs, End of nine weeks testing, Unit tests are aligned with state standards
Is the current practice research-based?	Yes
Is it a principle and practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts, math, biology-not effective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway test scores-TCAP Writing Assessment- end of grading period scores- unit test scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective in Reading/Language Arts –Score 93.5%, math-score 92%, biology 94.3%-not effective in writing-58.3% - Promotion rate of 85.2%
Evidence of equitable school support for this practice	The entire faculty teaches and reinforces state standards and uses unit test, formative and diagnostic testing to evaluate the needs of students.
Next Step (changes or continuations)	The entire faculty teaches and reinforces state standards and uses unit test, formative and diagnostic testing to evaluate the needs of students.

Current Assessment Practices	**Glencliff assesses all categories of students**
Evidence of Practice	District tests, State tests, teacher-made assessments, projects, presentations, portfolios, SAT, ACT, essays, research projects, participation grades
Is the current practice research-based?	Yes
Is it a principle and practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts, math, biology-not effective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	District tests, State tests, teacher-made assessments, projects, presentations, portfolios, SAT, ACT, essays, research projects, participation grades
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective in Reading/Language Arts –Score 93.5%, math-score 92%, biology 94.3%-not effective in writing-58.3%
Evidence of equitable school support for this practice	The entire faculty teaches and reinforces state standards and uses unit test, formative and diagnostic testing to evaluate the needs of students.
Next Step (changes or continuations)	The entire faculty teaches and reinforces state standards and uses unit test, formative and diagnostic testing to evaluate the needs of students.

Current Assessment Practices	Provides Professional Development for the use of assessments
Evidence of Practice	Formative Assessment workshop provides and attended by most faculty members, Data Workshop, Information on alternative assessments
Is the current practice research-based?	Yes
Is it a principle and practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts, math, biology-not effective in writing
What data source(s) do you have that support your answer? (identify all applicable sources)	District tests, State tests, teacher-made assessments, projects, presentations, portfolios, essays, research projects, participation grades
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective in Reading/Language Arts –Score 93.5%, math-score 92%, biology 94.3%-not effective in writing-58.3%
Evidence of equitable school support for this practice	The entire faculty teaches and reinforces state standards and uses unit test, formative and diagnostic testing to evaluate the needs of students.
Next Step (changes or continuations)	The entire faculty teaches and reinforces state standards and uses unit test, formative and diagnostic testing to evaluate the needs of students.

Current Assessment Practices	Provides support and technical assistance to teachers in developing and using assessments
Evidence of Practice	Assigned a full-time technology teacher and part-time technology support person-Metro offered Technology training during the summer and most of our teachers attended, school-wide training on the use of LCD projectors, student response devices, gradespeed , all focused on assessment data and using that data
Is the current practice research-based?	Yes
Is it a principle and practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective in Reading/Language Arts –Score 93.5%, math-score 92%, biology 94.3%-not effective in writing-58.3%
What data source(s) do you have that support your answer? (identify all applicable sources)	Metro supplies Glencliff with names of faculty members attending professional development sessions, all faculty trained in gradespeed, District tests, State tests, teacher-made assessments, projects, presentations, portfolios, essays, research projects, participation grades
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective in Reading/Language Arts –Score 93.5%, math-score 92%, biology 94.3%-not effective in writing-58.3%
Evidence of equitable school support for this practice	All teachers have the opportunity to attend professional develop offered by the school board- all teachers attended site-based professional development on designed days
Next Step (changes or continuations)	Continue to offer and train teachers in supporting and using assessments

TEMPLATE 3.3.b: Assessment Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – "What Is" –Which is identified in your practices and – and the desired future state – "What Ought To Be" – which is found in the rubric. Completing Template 3.3.b (the gap analysis) should help school team members discover "What Ought To Be."

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to assessment practices, also to be recorded in Template 3.3.b.

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

What is" The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- TIME

Administrators and guidance counselors analyze data from test scores to determine interventions needed and student/teacher placement. Teachers use data to determine what skills need re-teaching and what methods or strategies work with which groups of students.

- MONEY

Funding is providing for benchmark assessments for students in Gateway courses and for a math and English specialist to guide teachers in using the data.

- PERSONNEL

The district is providing math and English specialists to guide teachers in using the data to formulate instruction.

- OTHER RESOURCES

The Computer Lab is available for all teachers not only for benchmark testing, but also for practice and reinforcement of skills.

"What Ought to Be" – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

- TIME

Teachers need time to analyze assessment data to utilize it effectively.

- MONEY

Funding is needed for training teachers in writing and using assessments that are standards based and in how to use the data from them to formulate instruction.

- PERSONNEL

Additional teachers to lower the student/teacher ratio in English and Algebra classes will allow more one-on-one informal assessment. Teachers will be able to work individually with students to discover at what point the process of solving a problem is breaking down.

- OTHER RESOURCES

A mobile lab for use in all classes is needed as an additional vehicle for re-teaching and reinforcing skills essential to assessment and learning the next skills in a sequence. Student computers in each classroom would allow students to make up instruction missed when absent and help students who need extra assistance acquiring a skill. Additional clickers for learning games would benefit students in all classes.

Equity and Adequacy:

Are we providing equity and adequacy in assessment to all of our teachers?
Yes, teachers at Glencliff are provided equal opportunity to utilize testing/Assessment tools.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?
Yes, funds and resources have been effectively distributed to meet teaching needs of our teachers.

Based on the data, are we accurately meeting the needs of all students in our school?
The data indicates that additional resources, money, time, and personnel are needed to improve academic achievement of students with disabilities and limited English proficient students.

The following summary questions are related to **assessment.** They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required
What are our major strengths and how do we know? Teachers are open to learning about benchmark testing and using data to formulate instruction. All students are tested using multiple assessments for various purposes. Even though our first-time takers' scores are below AYP expectations, our students have a high rate of passing subsequent testing sessions, giving us a continuously improving graduation rate. We encourage students to challenge themselves by taking higher level courses, such as Advanced Placement or Honors courses, believing that they will benefit from the increased rigor.

Assessment Summary Questions- Narrative Response Required
What are our major challenges and how do we know? (These should be stated as **assessment** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.) Communicating assessment results to students, parents and other stakeholders, including teachers, is a difficult challenge because of the increasing numbers of assessments given and the decreasing numbers of personnel handling them. Communicating results is important to achieving optimum results. Receiving and using analyzed data in decision making in a timely manner is another challenge. If students and parents do not receive results in a timely manner,

they lose interest in them. The most important assessment challenge facing our school is educating our faculty in using data from assessments as a tool to formulate practice.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Administrators and the Leadership Team will put systems in place for informing all stakeholders about assessment results in a timely manner. We will use the communication means at our disposal to inform parents of report cards and the arrival of other assessment results. Training for teachers and administrators in the utilization of data will be provided during in-service training sessions. Teachers will be required to demonstrate the use of data to formulate their instruction through unit plans. Students will be provided multiple opportunities for improving performance through access to the computer lab as well as through traditional methods.

Current Organizational Practice	**School's beliefs, mission and shared vision define the purpose and direction of the school.**
Evidence of Practice (State in definitive/tangible terms)	Advisory, rigorous classes, standards based on curriculum and assessments, inclusion classes
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Graduation rates, master schedule, club and Advisory participation
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Improved student/teacher relationships due to Advisory and clubs, increased graduation rates and decreased retention rates
Evidence of equitable school support for this practice	Every student is assigned to an advisor based on grade level, every student has opportunities to take challenging classes, every student has the opportunity to join a club, SLC team meetings, inclusion classes

Next Step (changes or continuations)	Annually review the mission statement, Improve structure for Advisory and clubs, assess success of inclusion programs

Current Organizational Practice	**School provides continuous professional development for school leaders**
Evidence of Practice (State in definitive/tangible terms)	Small learning communities (SLC) conferences, block scheduling, AVID, CMS, FordPas, Alignment Nashville Leadership, EduSoft, differentiated instruction, COMP training, subject-area professional development, late-start days, co-teaching
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	ERO registrations, Train the Trainers training sessions, Leadership Retreat, leadership team meetings, Freshman/Sophomore Academy meetings, department meetings
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Increased course offerings due to SLC, integration of CTE and academic courses, implementation of new ideas in unit plans, Freshman/Sophomore teams

Evidence of equitable school support for this practice	SLC late-start days, all teachers are encouraged pursue professional development opportunities, Each teacher is given five professional development days to use
Next Step (changes or continuations)	Provide professional development training for teaming, differentiated instruction, project-based learning, interdisciplinary planning, inclusion, co-teaching training, writing workshops for all subject area teachers, continue to use data to further improve

Current Organizational Practice	**School is organized to support a diverse learning community through its programs and practices**
Evidence of Practice (State in definitive/tangible terms)	ELL classes, resource classes, Heritage Spanish, lifeskills classes, honors courses, Advanced Placement courses, Career Academies, Gateway Intervention, self-contained classes, clubs, Advisory, translators, sheltered algebra and biology classes, wide variety of extra-curricular activities, Credit Recovery, literacy coach, math coach
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Graduation rates, retention rates, Master Schedule, Advisory and club participation, Athletics

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Higher graduation rates, lower retention rates, improved math scores, inclusion of resource and ELL students in regular education classes
Evidence of equitable school support for this practice	All students have access to appropriate courses for their programs of study; all students have the opportunity to participate in extra-curricular activities; Advisory and cooperative class work afford students peer support and interaction
Next Step (changes or continuations)	Continue to increase rigorous course offerings, encourage participation in extra-curricular activities, increase assistance for students with special needs, nurture current partnerships

Current Organizational Practice	**School is organized to engage the parents and community in providing extended learning opportunities for children**
Evidence of Practice (State in definitive/tangible terms)	Band, AFJROTC, Career Academies, Alignment Nashville, CTE internships, Junior Achievement, Parent Advisory Board, PTO, athletic meetings, Open House in fall, partnerships with Vanderbilt Children's Hospital, Harding Place YMCA, parent computer lab, Parent Portal/Gradespeed, parent seminars/ workshops, SES tutors, family engagement specialist, Nolensville Road Community Partnership, partnerships with Dell, Coleman Park and Cricket, neighborhood parent meetings, United Neighborhood Health Clinic on campus
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective

What data source(s) do you have that support your answer? (identify all applicable sources)	Numbers of parents and community members volunteering time, money and support to programs, Community sponsored programs, increased use of Parent Portal
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Increasing participation in parent, volunteer, and community sponsors, increasing number of partnerships with area businesses/community organizations
Evidence of equitable school support for this practice	All parents receive informational letters and call outs to participate, School marquee and two LCD screens in front hall/Sign out front are used to relay important information, PTO meetings, access to computer lab and Parent Portal, athletic meetings in fall and spring
Next Step (changes or continuations)	Encourage parents of non-involved students to participate and volunteer in the school, continue to seek community support

Current Organizational Practice	**Organizational practices and processes promote the effective time-on-task for all students**
Evidence of Practice (State in definitive/tangible terms)	Objectives posted, unit plans, Administrative monitoring, Advisory, department/team/academy meetings, behavior plans, Freshman Foul, ZAP (Zeroes Aren't Permitted) period, bell ringers, cross discipline writing and exercises
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes

Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher testimonial, classroom observations, administrative observations, department/team/academy meeting minutes, decrease in interruptions to instructional time
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Standard school-wide tardy policy, enforcement of ID's, noticeable decrease in number of students in halls during class time
Evidence of equitable school support for this practice	Assigned teachers at posts during class change, administrators visible, time allotted for department meetings, common-planning blocks for 9th and 10th grade teachers, unit plans
Next Step (changes or continuations)	Rigorous enforcement of school policies, timely response to referrals, continue communication of important issues with faculty and staff, additional personnel to aid in enforcing, continue to presence in hallways during class change, continue to encourage writing assignments across the curriculum

TEMPLATE 3.4.b: Organizational Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – "What Is" –which is identified in your practices – and the desired future state – "What Ought To Be" – which is found in the rubric. Completing Template 3.4.b (the gap analysis) should help school team members discover "What Ought To Be."

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to organizational practices, also to be recorded in Template 3.4.b.

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

"What is" The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

- TIME

Teachers are spending increasing amounts of time building relationships with students through Advisory and club offerings. They are participating in professional development opportunities to sharpen their skills and enhance student learning. Teachers in the Freshman and Sophomore Academies, along with inclusion teachers, are meeting regularly during their planning times to continual improve their instruction and the achievement levels of the students. At Glencliff, we also have specific days set aside to meet within our departments and class sponsor groups. The set aside SLC late start days are used for professional development opportunities for the faculty as well. ZAP (Zeros Aren't Permitted) days are used school-wide for help with missing assignments.

- MONEY

The district and school are committed to teachers and administrators engaging in professional development. Funding is available for facilitators and for stipends or substitutes for teachers. At Glencliff, we have funding allotted for translators, upgrades in technology, A+ software and tutoring opportunities for students.

- PERSONNEL

The additional positions of the reading and math coaches are providing a resource for our English and Math teachers to utilize for new ideas. Our permanent subs give our teachers the opportunity to attend more professional development activities. Our campus supervisors are invaluable in aiding the administration with enforcement of school and district policies.

- OTHER RESOURCES

The SLC grant and CTE funds have allowed teachers to travel to SLC conferences, attend trainings, and tour SLC schools. United Neighborhood Health Services just opened a community health clinic on the Glencliff campus.

"What Ought to Be" – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES
(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

- TIME

Administrators and the Leadership team need to review the mission statement and vision annually and work to achieve shared visions as we progress into SLC's. Teachers of inclusion classes would like to see additional trainings offered to supplement their teaching. Teachers would also like to annually review the time schedule contrasting block and regular schedules to make sure that the students are not losing instructional days.

- MONEY

Teachers need training in teaching on the block, differentiated instruction, using assessment data for continuous improvement, 21st century skills, Advisories, interdisciplinary teaching, and formative assessment training.

- PERSONNEL

Five permanent subs are needed to make it possible for teachers to participate in professional development activities essential to implementing Smaller Learning Communities.

- OTHER RESOURCES

The addition of permanent classrooms is a need here at Glencliff High School. We have many teachers sharing classrooms and "teaching" from a mobile cart. Glencliff also could utilize more technology updates, such as: laptops for all teachers, printers in all classrooms, mobile computer labs, and smart boards for all teachers.

Equity and Adequacy:
Yes, Glencliff High School provides equity and adequacy for all teachers.

Are we providing equity and adequacy to all of our teachers?
Our technology and permanent classroom needs should be reviewed annually.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?
Yes.

Based on the data, are we accurately meeting the needs of all students in our school?
No. The data indicate that additional resources, money, time, and personnel are required to improve our English Gateway/Writing and TCAP/Assessment scores. Additional funding needs to be allotted for students who are neither high nor low achievers.

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required
What are our major strengths and how do we know? Glencliff High School offers a variety of programs that afford the opportunity for student success. The various programs are research based practices that allow us to recognize the individuality and diversity of our students. Glencliff is organized to engage the parents and community in providing extended learning opportunities and extra curricular activities, which benefit our students and enhance their academic success.
Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component

A challenge for Glencliff High School is our English/Gateway and TCAP/Writing Assessment scores. More resources, time, and money should be allocated for the professional development and materials that are needed.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

A great deal of professional development is needed in order to redesign a school. Teachers also need to incorporate writing daily in all subject areas. The addition of more English teachers would help to alleviate large class sizes, allowing for more individualized instruction.

Component 4 – Action Plan Development

GOAL 1 – Action Plan Development							
Template 4.1 – *(Rubric Indicator 4.1)* Revised DATE: 10-14-_____							
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	The percentage of students scoring four or above on the TCAP Writing Assessment will increase 34.7 percentage points from 58.3 % in 2008 to 93% in 2009 to meet the2009 NCLB Benchmark of 93% in Reading/Language Arts.						
Which need(s) does this Goal address?	The goal will result in Glencliff High School meeting the required benchmark for NCLB in Reading/Language Arts for the 2009 academic year.						
How is this Goal linked to the system's Five-Year Plan?	This goal will meet the Metro Nashville School System's Five Year Strategic Plan goal for " Maximizing each and every student's learning and eliminate achievement disparities that exist among different student groups."						
ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*						
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)						
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes	
Action Step	1.1 All eleventh grade students will participate in daily writing sessions prior to the TCAP Writing Assessment in February 1.2 Eleventh grade teachers will provide daily writing opportunities for students.	September 2008 through January 2009	Ripski-Majors-Johnson-Driver Copas-Godwin-Wortman-	Junior English teachers Guidance personnel Administration Literacy Coach	No additional cost	Examples of daily writing activities for students and agendas for professional development.	

	1.3 Administration will provide professional development for all teachers in the area of effective writing practices and instruction monthly.						
Action Step	1.4 Language Arts students will participate in cross curriculum and grade level writing initiatives monthly. 1.5 Language Arts teachers will organize and support a cross curriculum and cross grade level writing initiative that will prepare all students for the TCAP Writing Assessment monthly. 1.6 Administration will provide Language Arts teachers professional development in organizing a cross curriculum and cross grade level initiative each year.	November 2008 to January, 2009 to May 2009	Ripski-Majors-Johnson-Copas-Wortman-Hunter Pryor Rollins-Godwin-Baker	Release time for working with staff members/ Substitute Teachers needed Literacy Coach	District $123,088	Documentation of collaboration with staff members will be kept on file Also samples of student writings from non-traditional writing classes	
Action Step	1.10 Students will participate in a sequential writing program for grades 9-12, aligned to district and state performance standards yearly. 1.11 Language Arts teachers will develop a sequential writing program that is aligned to state standards throughout the school year. 1.12 Administration will provide yearly professional development in constructing a 9-12 sequential writing program that is aligned to the	November 2008 to January, 2009 to May 2009	Ripski-Majors-Johnson-Copas-Rollins-Godwin-Wortman-Baker Dunn Sallee-Hunter Pryor-	Release time from teaching duties Literacy Coach	District $123,088	A writing curriculum guide will be constructed and communicated to all Language Arts teachers	

	district and state standards.						
Action Step	1.13 Tenth and eleventh grade students will write two persuasive essays each semester as a part of their regular academic requirements. 1.14 Tenth and Eleventh grade teachers will collaborate on the results of these assignments each semester in order to gauge and target needful writing skills. 1.15 Administration will provide professional development in holistic scoring for evaluation of student writing using the Tennessee Writing Assessment Rubric yearly.	November 2008 through April 2009	Ripski-Majors-Johnson-Copas Godwin-Wortman-Hunter Pryor Baker	Release time for collaboration Literacy Coach	District $123,088	Documentation and results of the writing and the collaborative results will be filed with the literacy coach and curriculum coordinator	
Action Step	1.16 Students who score below proficiency on the diagnostic reading/ writing assessment will participate in a tutoring program during the school day or after school or online twice a week. 1.17 Teachers will refer students who test below proficiency on diagnostic writing test to a tutoring program. 1.18 Administration will provide a tutor during school hours, after school SES	November 2008 through February 2009	Ripski-Majors-Johnson-Copas Godwin-Wortman-Hunter Pryor Baker-	Retired certified teacher hired to tutor during school hours; SES tutoring; Regular Glencliff teachers tutoring after school; A+ software program for online tutoring	$14,688 from Title I funding; $51,600 from Federal funds; $9,422 from the state; $25,800 from District	Files will be kept on all students receiving tutoring services	

	tutoring, and A+ software program for online tutoring to provide writing instructional assistance for those students who score below proficiency on the diagnostic writing assessment.						
Action Step	1.19 Students will use the "The Writer Plus" program during the 11th grade year to improve writing skills each year. 1.20 Teachers will implement "The Writers Plus" program in lesson plans for English II each year. 1.21 Administration will provide four classroom (30 units) sets of "The Writers Plus" once.	November December 2008	Majors-Ripski-	Mobile lab writers, accompanying keyboards, and instructional kits	District $22,784	The number of students scoring four or higher on the TCAP Writing Assessment will increase	

Professional Development: All teachers will receive professional development in the area of effective writing practices and instruction, which identifies and addresses the diverse needs of the instructional staff and administration.

Parent/Community Involvement: The Parent-Community Coordinator and SES Coordinator will communicate with parents and community members via emails, call-outs, and mail-outs as needed to give relevant updates on the free writing tutoring programs for students.
Technology: Technology such as A+ and computer programs will be utilized for improving student writing skills.

Communication Strategies: Our communication strategies include:

- School outdoor signage
- Flat screen monitors in lobby
- Student progress reports
- Student Report Cards
- "Colt Chronicles" newsletter from Mr. Majors
- School website
- Outlook calendar
- PA announcements
- Communication and discussion in advisory classes
- PTO meetings
- Athletic parent meetings
- Faculty meetings
- Email
- Call-home phone messaging system

GOAL 2 – Action Plan Development							
Template 4.1 – *(Rubric Indicator 4.1)* Revised DATE: _____							
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		The percentage of students scoring proficient or advanced on the TCAP Gateway Reading/Language Arts Assessment will increase by 10 percentage points from 83% in 2008 to 93% in 2009 to meet the NCLB benchmark of 93% for 2009.					
Which need(s) does this Goal address?		The goal will result in Glencliff High School meeting the required benchmark for NCLB in Reading/Language Arts for the 2009 academic year.					
How is this Goal linked to the system's Five-Year Plan?		This goal will meet the Metro Nashville School System's Five Year Strategic Plan goal for " Maximizing each and every student's learning and eliminate achievement disparities that exist among different student groups."					
ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*		**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	2.1 English II students will take ThinkLink to determine student mastery of standards three times a year. 2.2 English II teachers will use ThinkLink results to provide support for some students and enhance	October 2008 February/April 2009	Johnson-Hunter-Majors Pryor-Diehl McMillan-Davis	Thinklink Predictive Assessment Series	District $2,938	English II teachers will receive detailed feedback on indicators that need improving .	

	learning for others, reteach and make decisions about interventions for students three times a year.						
	2.3 Administration will provide ThinkLink Predictive Assessment Series and computer labs for the administration of the assessments three times a year.						
Action Step	2.4 English II students will participate in research-based teaching strategies daily.	September 2008 to January 2009 to May 2009	Tony Majors-Ripski, Brooks, Sanders, Rickey Johnson-Conley-	Substitute teachers Informal Observations Literacy Coach	District $123,088	English II teachers will document meetings and create a commitment form for classroom improvements and documentation Completed Walkabout forms will be kept on file as documentation	
	2.5 English II teachers will meet twice a month to develop and refine units of instruction and review student learning data, develop standards-aligned units of instruction that include standards-based objectives and specific learning activities aligned with objectives, criteria for mastery and pacing guides for every 9 weeks.						
	2.6 The administration will provide release time and support for the English II teachers to meet during the school day monthly and to develop a pacing guide, study research-based teaching strategies through professional development						

	activities, develop formative assessments, and to collaborate each year. The Glencliff administration and department chairs will set aside time for regular classroom visits and observations, and the completion of informal observation documentation each month.						
Action Step	2.7 English II at-risk students will participate in tutoring sessions during the school day or after school twice per week.	Sept., 2008 to January 2009 to May 2009	Rollins Johnson	Retired certified teacher hired to tutor two days a week during school hours;SES tutoring; Regular Glencliff teachers tutoring after school; A+ software program for online tutoring	$14,688 from Title I; $51,600 from Federal funds; $9,422 funds from the state; $25,300 from District	English II teachers will document sessions and give feedback to students, parents, and principals.	
	2.8 English II teachers will identify at-risk students each nine weeks for tutoring sessions.						
	2.9 Administration will provide tutoring during school and after school for those students scoring below proficient as identified by English II teachers each nine weeks.						
Action Step	2.10 English II students will learn linguistics and reading comprehension skills daily.	August, 2008 to January, 2009 to May, 2009	Majors-Ripski, Brooks, Rickey, Sanders –	One certified Reading/Writing Specialist	District $57,210	Documentation of increase in percent of English II students scoring proficient or above on Gateway Reading Language Arts Assessment.	
	2.11 English II teachers will teach linguistics and reading comprehension skills daily.						
	2.12 Principal will provide a Reading/Writing Specialist Glencliff High School each						

	year to assist English II teachers in teaching linguistics and reading comprehension skills						
Action Step	2.13 All students will attend classes daily that have effective classroom management, lessons aligned with state standards, and best practices for teaching and learning.	August 2008 to January 2009 to May 2009	Majors- executive principal Ripski, Brooks, Rickey, Sanders –	Consultant(s) Materials Refreshments Teacher salaries	District $18,000	Classroom observations of effective teaching strategies - Improved student achievement and agendas for professional development.	
	2.14 All teachers will attend professional development to learn of the best practices for teaching and learning, improved classroom management, aligning objectives with state standards, and inclusion yearly.						
	2.15 Principal will provide professional development training for teaching staff on the best practices for teaching all students, effective lesson planning, classroom management and inclusion yearly. Administration will utilize involuntary transfers and non-re-elects of ineffective or non-compliant staff.						
Action Step	2.16 13 All students will attend classes daily that have effective classroom management, lessons aligned with state standards,	October, 2008 Through May, 2008	Majors Ripski Rickey	Five assigned substitutes	District $133,000	Agenda, files, and documentation of progress will be kept by the administration	

	and best practices for teaching and learning. 2,17 The teacher will have opportunities to collaborate and plan for how to increase student achievement.						
	2.18 The administration will provide five permanent substitutes in addition to the five permanent substitutes already assigned to allow for release time for professional development, collaboration, and to assist teachers in the classroom.						
Action Step	2.19 Students will be placed in classrooms where individualized attention and support focused on teaching state standards daily will be the norm.	October, 2008 through May, 2009	Majors Ripski	One addition teacher position	District $59,000	Student progress will be monitored and recorded	
	2.20 Teachers will facilitate instruction daily in classrooms where the lowest pupil-to-teacher ratio is maintained in order to increase student achievement.						
	2.21 The administration will provide one additional eleventh grade .English/Language Arts teacher yearly.						

Professional Development: All teachers will receive professional development on developing pacing guides, research-based teaching strategies, writing objectives based on state standards, differentiated instruction, classroom management, and inclusion.
Parent/Community Involvement: The parent-community coordinator will communicate with parents and community members via emails, call-outs, and mail-outs as needed to give relevant updates on tutoring programs for English II students.

Technology: Technology will be utilized for instructional support and to develop student skills in linguistics and reading comprehension.

Communication Strategies: Our communication media include:

- School outdoor signage
- Flat screen monitors in lobby
- Student progress reports
- "Colt Chronicles" newsletter from Mr. Majors
- School website
- Outlook calendar
- PA announcements
- Communication and discussion in advisory classes
- PTO meetings
- Athletic parent meetings
- Faculty meetings
- Email
- Call-home phone messaging system
- Report Cards

GOAL 3 – Action Plan Development							
Template 4.1 – *(Rubric Indicator 4.1)* Revised DATE: _____							
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	The percentage of students scoring proficient or above on the TCAP Gateway Mathematics Assessment will increase three percentage points form 92% in 2007-2008 to 95% in 2008-2009 and continue to exceed the NCLB benchmark of 83% for 2009.						
Which need(s) does this Goal address?	The goal will result in Glencliff High School meeting the 2009 required benchmark in Algebra I for NCLB and the required goal for Metro School Five Year Strategic Plan for Improvement.						
How is this Goal linked to the system's Five-Year Plan?	This goal will meet Metro School's Five Year Strategic Plan for "maximize each and every student's learning and eliminate achievement disparities that exist among different student groups.						
ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*	**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*						
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)						
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes	
Action Step: 3.1 Algebra I students will take the Thinklink Predictive Assessment Series three times a year to determine mastery of standards. 3.2 Algebra I teachers will use ThinkLink results to individualize instruction to provide support for some	October 2008/ February2009/April2009	All Algebra I Teachers Culp, Easley, Williams, Pattison, Armstrong, Bryant) McLaurine	Thinklink Predictive Assessment Series, Copier toner and paper Math Specialist	District $2938	Algebra I teachers will receive detailed feedback on indicators that need improving		

	students and enhance learning for others, reteach and to make decisions about interventions for students three times a year. 3.3 The Administration will provide the ThinkLink Predictive Assessment, time, support, and technology needed (adequate student computers) to administer the Thinklink Predictive Assessment Series three times during the academic year.		Majors-Ripski, Brooks, Rickey, Sanders –				
Action Step	3.4 Algebra I students will take weekly formative assessments 3.5 Algebra I teachers will meet twice a month to develop and refine units of instruction and review student learning data, develop standards-aligned units of instruction that include standards-based objectives and specific learning activities aligned to objectives, criteria for mastery and pacing guides for every 9 weeks. 3.6 The administration will provide release time and support for the Algebra I teachers to meet during the school day monthly and to develop a pacing guide, study research-based teaching strategies through professional development activities each	September 2008 to January 2009 to May 2009	Tony Majors-Suzanne Ripski-Cassandra McLaurine-Culp, Armstrong, Bryant, Easley, Pattison-	Substitute teachers Math Specialist	District $123,088	Algebra I teachers will document meetings and create a commitment form for classroom improvements and documentation	.

	nine weeks.						
Action Step	3.7 All Algebra I students will use the Formula for Success Program and workbooks, TI-84 calculators, the TI-SmartView emulator software, computers, CPS RF student response systems, Gizmos, other technology equipment and supplemental software to maximize learning weekly. 3.8 Algebra I teachers will utilize the Formula for Success Program , TI-84 calculators, the TI-SmartView emulator software, computers, CPS RF student response systems, Gizmos, other technology equipment and supplemental software into their teaching to maximize student achievement weekly. 3.9 The administration will provide all teachers with adequate computers, materials and training to use the Formula for Success Program to prepare students for the Algebra I Gateway Assessment. Administration will provide each teacher in Glencliff's department with a classroom set of TI-84 calculators, the TI-SmartView	September 2008 to January 2009 to May 2009	McLaurine-Culp, Armstrong, Bryant, Easley, Pattison- Majors-Ripski, Brooks, Rickey, Sanders –	Six sets of Formula for Success Program Gizmo software, computers, 50 TI-84 calculators, a set of CPS RF clickers for each math teacher, TI-SmartView emulator software, other technology equipment	Formula for Success: $5,100 from Title I Funding District Technology items: $102,000 Computers $80,000	Algebra I teachers will document progress and report to Math Coach-Thinklink assessment will be used to determine success Algebra I teachers will document sessions and give feedback to students, parents, and principals.	

	emulator software, computers, a classroom set of the CPS RF student response system, access to the Gizmos website (www.explorelearning.com), other technology equipment and supplemental software to use to maximize student achievement. The administration will also ensure that the staff receives adequate training on each of these technologies and the best practices on their integration into the classroom each year.						
Action Step	3.10 Algebra I at-risk students will participate in tutoring sessions during the school day or after school twice per week. 3.11 Teachers will identify students that are testing below proficiency standards on the ThinkLink Predictive Assessment and/or to those needing additional assistance each nine weeks for tutoring sessions.. 3.12 Administration will provide tutoring during the school day and after school for those students identified by teachers each nine weeks.	Sept., 2007 Through April 2008	McLaurine-Cobbett, Sterling-Majors-Ripski, Brooks, Rickey, Sanders –	Retired certified teacher hired to tutor two days a week during school hours; SES tutoring; Regular Glencliff teachers tutoring after school; A+ software program for online tutoring	$14,688 from Title I funding; $51,600 from Federal funds; $9,422 from the state; $25,300 from District	Algebra I teachers will document sessions and give feedback to students, parents, and principals.	

	3.13 All students will attend classes daily that have effective classroom management, lessons aligned with state standards, and best practices for teaching and learning.	August, 2008 May, 2009	Johnson McLaurine Conley Ripski Majors	Professional Text	$1050 From 2316 allocation	Documentation of text checked out by staff	
	3.14 Teachers will utilize Glencliff Professional Library to research best practices and promote site-based professional development.						
	3.15 The administration will continue to build its professional library with books, articles, and materials that promote best practices and site-based professional development.						

Professional Development: All teachers will receive professional development on developing pacing guides, research-based teaching strategies, classroom management, differentiated instruction, and inclusion.
Parent/Community Involvement: The parent-community coordinator will communicate with parents and community members via emails, call-outs, and mail-outs as needed to give relevant updates on tutoring sessions for Algebra I students.

Technology: Technology will be utilized for instructional support and to improve student skills in Algebra I through the use of software programs.

Communication Strategies: Our communication media include:

- School outdoor signage
- Flat screen monitors in lobby
- Student progress reports
- "Colt Chronicles" newsletter from Mr. Majors
- School website
- Outlook calendar
- PA announcements
- Communication and discussion in advisory classes
- PTO meetings
- Athletic parent meetings
- Faculty meetings
- Email
- Call-home phone messaging system
- Report Cards

GOAL 4 – Action Plan Development							
Template 4.1 – *(Rubric Indicator 4.1)* Revised DATE: _____							
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		The percentage of on-time graduates will increase by 3.5 percentage points from 69% in 2007-08 to 72.5% in 2008-09 to meet the NCLB benchmark of 90% in 2014.					
Which need(s) does this Goal address?		The goal will result in Glencliff High School meeting the required NCLB benchmarks for the 2009 academic year and beyond and becoming a model for school improvement initiatives and change.					
How is this Goal linked to the system's Five-Year Plan?		This goal will meet the Metro Nashville School System's Five Year Strategic Plan goal for " Maximizing each and every student's learning and eliminate achievement disparities that exist among different student groups."					
ACTION STEPS – Template 4.2 – *(Rubric Indicator 4.2)*		**IMPLEMENTATION PLAN – Template 4.3** – *(Rubric Indicator 4.3)*					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	4.1 Students will be recognized and rewarded for reaching academic goals and accomplishments each nine-weeks.	November 2008 to January 2009 to April 2009	Majors, Sanders, Brooks, Ripski, Rickey, Johnson, McLaurine, Conley, Dyson, Senior Williams, Harrison,	Incentives And Rewards	District - $1,300 $2500 from Small Learning Communities funding- Glencliff's Student Incentive Budget – District-	Documentation of all assemblies, faculty meetings, and other events that are used to recognize achieving success will be documented	
	4.2 Teachers will recognize student accomplishments each nine weeks.						
	4.3 Administration will provide incentives for teacher and student accomplishments each nine weeks.						

			McArthur, Baker,		$6000		
Action Step	4.4 Students will receive continuity of instruction each day. 4.5 Teachers will provide school assigned substitutes with complete lesson plans when they are out of the classroom so that instructional time is not lost each day absent. 4.6 Administration will plan and organize professional development so that assigned building substitute teachers can be fully utilized to assist teachers in the classroom	August 2008 to January 2009 to May 2009	Majors, Ripski, Rickey, Johnson, McLaurine, Conley, Williams, Harrison, McArthur,	Ten assigned substitutes	District- $266,140	Agendas, files, and documentation will be kept by the administration to review the effectiveness of this initiative	
Action Step	4.7 Students will learn Glencliff's beliefs, mission, and vision each year. 4.8 Teachers will daily display Glencliff's beliefs, mission, and vision statements in their classroom. 4.9 Administration will daily display Glencliff's beliefs, mission and vision statements throughout the building and provide teachers with copies to be displayed each year.	November 2008 through May 2009	Majors, Ripski Rickey Brooks,	Printed signs Banners NCLB Program Specialist	Title One $1500 from Glencliff's Publication and Announcement budget	Mission statement signs and banners displayed throughout the building will document this action step successful completion	
Action Step	4.10 Students will use Kaplan ACT Preparation books, and PC-ACT preparation software daily. 4.11 Teachers will focus on raising student composite ACT scores by using Kaplan ACT Preparation books and PC-ACT preparation software daily.	November 2008 to May 2009	Majors, Ripski,	software, and user/installation rights	District $3,000	Glencliff average composite ACT score will increase	

	4.12 Administration provides PC-ACT preparation software, and all the rights to install this software on all school computers.						
Action Step	4.13 Students will use new equipment and furniture in all computer labs to maximize the effectiveness of technology this year. 4.14 Teachers will maintain and utilize new equipment and furniture in all computer labs to maximize the effectiveness of technology each year. 4.15 Administrators will purchase new equipment and furniture for all fixed computer labs to maximize the effectiveness of the technology this year.	August, 2008 through May, 2009	Majors Frank Alcantar; Hogue	New office and computer lab furniture 50 sets of headphones	District $26,000	Improved appearance of the building and more effective use of space and materials in fixed computer labs	
Action Step	4.16 Students in classroom without technology, the auditorium, the Science Lecture Hall, and the Media Center will have access to smart slates, LCD projectors, ELMOs, projector screens, laptops, and wireless sound systems in order to accommodate learning weekly. 4.17 Teachers will utilize new school technology including smart slates, LCD projectors, ELMOs, projector screens, laptops, and wireless sound systems in order to enhance student learning experiences weekly.	August, 2008 To January 2009 to May, 2009	Majors-Alcantar, Hogue –	3 each of the following: Smart Slates, LCD's, Projector screens, laptops, and wireless sound system Technology Support Specialist	District $21,000	A calendar of use will be kept	

	4.18 Administrators will continue to purchase new technology in order to accommodate large school and community groups. Smart Slates, LCD projectors, ELMOs , projector screens, laptops, and wireless sound systems will be purchased for all remaining classrooms, the auditorium, the Science Lecture Hall, and the Media Center for this school year.						
Action Step	4.19 Students will continue to participate in support/enhanced activities to improve academic achievement weekly provided by a Literacy Coach, Math Specialist, Special Education Coordinator, Dean of Students, NCLB Family Engagement Specialist, NCLB Program Specialist, STEM coaches, curriculum coaches, PALS, and Graduation Coach. 4.20 Teachers will continue to implement strategies provided by support personnel - Literacy Coach, Math Specialist, Special Education Coordinator, Dean of Students, NCLB Family Engagement Specialist, NCLB Program Specialist, STEM Coaches, curriculum coaches, PALS, and Graduation Coach daily. 4.21 Administrators will continue to provide a Literacy Coach, Math Specialist, Special Education Coordinator, Dean of Students, NCLB Family Engagement	August, 2008 to January 2009 to May, 2009	MNPS	personnel positions- Budget for materials	District $407.197 Materials- books, supplies, external consultants $6,000.00 Title I (4 positions)	Student test scores from direct intervention and focus of resources- Survey of school climate perception	

	Specialist, NCLB Program Specialist, STEM coaches, curriculum coaches, PALS, and Graduation Coach each school year.						
Action Step	4.22 Students will participate in small learning communities career academies each school year. 4.23 Teachers will provide direction and support for students in selecting a career academy each year. 4.24 Administration will provide fully staffed career academies which include the addition of one Health Science teachers, one computer teachers and an additional guidance clerk in addition to equipment necessary for its implementation each year.	August 2008 to May 2009	District District District	2 teaching positions One Computer Lab Teacher One personnel position	District $114, 420 District $57,210 District $30,000	Successful implementation of the next step in development of the SLC concept Increased student achievement and motivation Monitor accurate Bookkeeping	
Action Step	4.25 Students will attend block schedule classes and participate in advisory periods daily.	August 2008 to January 2009 to	District	Consultants, Materials, stipends, refreshments	District $57,000	Monitor student success academically and socially	

	4.26 Teachers will participate in professional development prior to the school year in the following programs: for "Teaching on the Block," "The Use of advisory, " "Collaborative Teaching," and "Technology" yearly.	August 2009					
	4.27 Administration will provide needed professional development for "Teaching on the Block," "The Use of advisory, " "Collaborative Teaching," and "Technology" each year.						
Action Step	4. 28 Students will participate in a fully-operational/ funded CTE/SLC program daily.	August 2008 to January 2009 to May, 2009	District	CTE/SLC Equipment and Supplies	A. Perkins $7,000 B. Perkins $5,000 C. Perkins $2,000	A Monitor the success of the students involved in our culinary department	
	4.29 The teacher will plan lessons that fully utilize a fully-funded CTE/SLC program daily						
	4.30 Administration will work with the district to fully fund the CTE/SLC experience yearly by:, A. providing materials necessary to support the Culinary Arts Department, B. providing equipment and supplies to support the Business Department, C. providing equipment and supplies to support the Cosmetology Department, D. providing equipment and supplies						

	necessary to support the Family Consumer Science Classes, E. providing equipment and supplies for engineering. F. providing equipment and supplies for Health Sciences Department, G. providing unforeseeable equipment and supplies for all CTE Departments, H. provide professional development for all CTE/SLC instructors, I. provide renovation expansion to modify the auto mechanics wing of building into an instructional/health sciences wind to accommodate the needs of the Health Sciences Career Academy.				D. Perkins $2,000 E..Perkins $20,000 F. Perkins $42,5000 G. Perkins $10,000 H. Perkins $12,500 I. District $_____	Monitor the success of the students involved in our business department C Monitor student success in our cosmetology department D Monitor student success in our Consumer Science Classes	
Action Step	4.31 A student who fails a required course for graduation will attend tutoring after school and credit recovery. The student will use A+ Software for this activity before and after school twice a week. 4.32 The teacher will ensure that tutoring and required use of A+ Software is performed by the student weekly.	October 2008 to January 2009 to April May 2009	Rollins McLaurine Cardwell Johnson Hall	Regular Glencliff teachers will tutor after school and teach credit recovery classes A+ software program	$27,252 from the state; $25,300 by Central Office	Files will be kept on all students receiving tutoring services and grades placed in cumulative folders for credit recovery	

	4.33 The administrators will make sure that the students in the program, who have failed courses needed for graduation will attend tutoring after school and credit recovery. A+ Software will be utilized for this purpose before and after school each semester.						
Action Step	4.34 The senior students will review their cumulative records for correctness and specifics needed for graduation.	October 2008 to January 2009 to April May 2009	Rollins Wortman Johnson Love Leddy	Glencliff teachers will help with the reviewing progress Paper and printing cost	$50	Log will be kept on time spent review the cumulative records.	
	4.35 The teacher will aid and support students as they review their cumulative records.						
	4.36 The administration will monitor the review of all senior cumulative records as these are reviewed by the student and the guidance department.						
Action Step	4.37 Students in danger of failing required Gateway test will have professional tutor available during the school day to support their learning needs.	October , 2008 through May, 2009	Majors Ripski Johnson McLaurine Conley	4 part-time tutors 20 hours per week	District $120,000	Logs will be kept by each tutor documenting their activities and student progress	
	4.38 Teachers will refer students who demonstrate a lack of proficiency on state standards and who need individual or small group support to in-house professional tutors.						
	4.39 The administration will provide four part-time tutors to work with						

	referred students individually and in small groups in order to help these students to meet the Gateway graduation requirement.						
Action Step	4.40 Limited English Proficiency (LEP) students will attend classes daily where lowest pupil-to-teacher ratio is maintained to increase academic achievement.						
	4.41 Teachers will facilitate instruction in classrooms where the lowest pupil-to-teacher ratio is maintained in order to increase student achievement.						
	4.42 The administration will provide one certified ELL teacher with the goal of reducing the pupil-to-teacher ratio to 1 to 20.	October , 2008 May, 2009	Majors Ripski Diehl	One additional teaching position	District $59,000	Student progress will be monitored and documented	

Professional Development: The library will continue to build a professional library of books, articles, and materials relative to researched best practices and utilize these materials to promote site based professional development. Teachers will have professional development in “Teaching on the block”, “ the Use of Advisory”, “collaborative Teaching”, and “Technology”.

Parent/Community Involvement: Activities and Events for the Parent organization will be announced via emails, call-outs, and mail-outs as needed to give relevant updates on testing dates, college fairs, graduation information, etc. ($600)

Technology: Technology will be utilized for instructional support. Teachers use smart slates, LCD projectors, projector screens, laptops, and wireless sound systems for daily instruction. (not an action step – will this allow funding?)

Communication Strategies: Our communication media include:

- School outdoor signage
- Flat screen monitors in lobby
- Student progress reports
- “Colt Chronicles” newsletter from Mr. Majors
- School website
- Outlook calendar
- PA announcements
- Communication and discussion in advisory classes
- PTO meetings
- Athletic parent meetings
- Faculty meetings
- Email
- Call-home phone messaging system
- Report Cards

Testing information will be distributed to student and teachers will help students with interpreting results of the test. Teachers will receive test data, School Improvement Plan, and an inventory of Gateway resources and materials. Parents receive regular communication about learning standards,

Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop the school improvement plan.

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required
What evidence do we have that shows that a collaborative process was used throughout the entire planning process?
In an effort to show evidence of an ongoing collaborative process, we at Glencliff High School have included all staff (certified and non-certified), parents, members of the community, students, and stakeholders to meet with our committees as we update and make improvements to the School Improvement Plan. Our committees have been meeting at least two times per week (during our common planning block) to meet the Metro deadline of October 15th. Committees will also be meeting to make revisions, deletions, and additions to the school improvement plan for Metro Schools on January 15, and April 1. The committees will also meet to complete an "Impact and Implementation" report for the State Department on May 15. Prior to each of these dates, school committees, leadership teams, and the Parent Teacher Organization will evaluate, assess, suggest, and recommend changes to the School Improvement Plan. All subcommittees kept minutes of each meeting during the collaborative and writing process of the School Improvement Plan. These committees used a standardized form to record the minutes of each meeting, and these reports were turned in to the Leadership Team. These minutes included a listing of all stakeholders involved in the process including parents, students, community representatives, certified and non-certified personnel, and are currently on file.

Evidence of Alignment of Data and Goals – Narrative response required
What evidence do we have that proves alignment between our data and our goals? Multiple sources of data are used to determine Glencliff's goals. Glencliff High School has identified four major academic goals needed in order to improve student performance: writing, English/Reading, math, and increasing graduation. Writing Goal – The TCAP Writing Assessment for 2008 identified writing as the major weakness in our quest for AYP with only 58.3% of our students capable of writing a proficient essay. Thus far during this new academic year, Glencliff required all students to writing a diagnostic essay during the first week of school. The ELL Department followed with their own prompt and diagnostic writing initiative. As a result of these formative assessments, we are constructing pacing guides based on the evidence of weakness to remediate our students needs. English/Reading Goal- Our students' scores dropped on the Gateway Reading/Language Arts Assessment from the previous year – 89.0% in 2007 to 83% in 2008. During the first week of school, every Reading/Language Arts student were given a reading diagnostic test. From this test teachers identified and prioritized the academic needs of their students and are constructing pacing guides to address those needs. Math Goal- Our students scores from the Gateway Algebra I testing in 2008 were outstanding. Our students scores 92% proficient and advanced-nine percentage points above the required benchmark. Our principal has set the goal at 95% for this testing period. Our Algebra I teachers are using "Thinklink" diagnostic testing to create personal learning plans that will address the individual need of each student. Graduation Rate Goal- Our graduation rate stands at 69% for 2008. Our fourth goal in Component Four addresses the actions Glencliff plans to initiate in order to steadily increase our graduation rate by a minimum of 3.5% per year-"Students In danger of failing required Gateway test will have professional tutor available during the school day to support their learning needs."

Evidence of Communication with All Stakeholders – Narrative response required

Evidence of Communication with All Stakeholders – Narrative response required

hat evidence do we have of our communication of the TSIPP to all stakeholders?

To encourage maximum communication of all stakeholders in the School Improvement Plan process, Glencliff High School's Family Engagement Specialist communicated by holding regular and special-called PTO meetings, by internet, by e-mails, and by phone calls. Stakeholders included students, parents, all staff members, and local community leaders.

To enhance support of all stakeholders throughout the entire process, committees were formed to work on each individual component of the plan. These committees included parents, students, community members/leaders, teachers, administrators, and non-certified staff members. The first meeting of each committee was structured to train committee members, discuss the process, and set future meeting dates that would accommodate the schedules of all those involved. Each committee member was given all pertinent information including the purpose of the plan and plan process, the grading rubric, the results of the plan from the previous year, and details of the process itself. Committee members were also given methods of contact for questions and suggestions. The committees set the parameters,

process, and a timeline for achieving the goals of their individual components and included all members of the committee in those decisions.

To show evidence of ongoing communication regarding the plan, we at Glencliff High School have included all staff (certified and non-certified), parents, members of the community, students, and stakeholders to meet with our committees as we update and make improvements to the School Improvement Plan. Our committees have been meeting at least two times per week, during common planning blocks, to meet the Metro deadline of October 15th. Committees will also be meeting throughout the year to make revisions, deletions, and additions to the school improvement plan.

A special-called meeting of the Glencliff's PTO was held on September 16 at 6:00 with all staff, parents, students, and community leaders invited. All stakeholders were informed of this meeting by e-mail and special announcements at school. The purpose of the meeting was to assign all stakeholders to subcommittees and to seek their input in writing our plan.

Phone calls were used to inform stakeholders of upcoming meetings, such as the subcommittee meeting on Component Four on September 25 in which several parents and one community leader was present.

Evidence of Communication with All Stakeholders – Narrative response required

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required
What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4? There is ample evidence of alignment between beliefs, shared vision, and Glencliff's vision in Component Two and our goals in Component Four. The Component 2 committee was responsible for developing and revising the existing vision, mission and beliefs for Glencliff High School. Once a rough draft was composed, all faculty, staff, as well as parents were asked to critique and provide feedback of any necessary revise or edit the goals. This process occurred through electronic communications. Once the Component Two committee completed the goals for Glencliff High School, they provided an electronic copy to all committee members of Component 4. Component Four assigned members of their committee to compared each action plan to the goals to ensure that each goal in Component Four was aligned to the goals, mission statement, and beliefs of Glencliff High School. Belief-"All students can learn and are expected to achieve their individual maximum potential." is reflected in Component 4, Goal One, action step 1.16 "Students who score below proficiency on the diagnostic reading/writing assessment will participate in a tutoring program

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required
during the school day or after school or online twice a week." Mission- "… students acquisition of the knowledge, skills, attitudes, and experiences necessary to master the requirements for graduation as set forth by the state" is reflected in Goal Four, Action Step 4.1 "Students will be recognized and rewarded for reaching academic goals and accomplishments each nin-weeks." Vision- "…we will provide quality educational programs and services…" is reflected in Component 4, Goal 4, Action Step 4.26 "Teachers will participate in professional development prior to the school year in the following programs: 'Teaching on the Block,' 'The Use of Advisory,' 'Collaborative Teaching,' ' and ' Technology' each year."

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required
What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3? There is ample evidence of alignment between Glencliff's action steps in Component Four and analyses of areas of curriculum, instruction, assessment and organization in Component Three. Component Three allowed Glencliff to thoroughly examine it curricular, instructional, assessment, and organizational structures. This in-depth research and study helped the faculty to discover weaknesses and needs in all four areas. The "What Ought to Be" section laid the foundation for action steps that would need to be a part of Component Four and Goals for improvement. The need for professional training in holistic grading and using the Tennessee Writing Rubric was identified as a weakness in Component Three and addressed in Component Four, Action Step 1.15 – "Administration will provide professional development in holistic scoring and

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required
evaluation of student writing…" The "what ought to be" identified the need for tutors to provide a one-on-one support is addressed in Component Four, Action Step 4.16 – "The administration will provide four part-time tutors to work with referred students individually and in small groups in order to help these students to meet the Gateway graduation requirement." The need for release time to allow for collaboration is addressed in Component Four, Action Step 3.5 – "The administration will provide release time and suppot for the Algebra I teachers to meet during the school day monthly and to develop a pacing guide, study research-based strategies through professional development activities each nine weeks."

Suggestions for the Process – Narrative response required
What suggestions do we have for improving our planning process? Glencliff has specific steps for adjusting/improving our SIP process. First, time is an essential component in planning. More time is needed to do the best possible job. The SIP process will be introduced and assignments made during the first in-service days at the beginning of the school year. Secondly, using some of this time at the beginning year in-service for training is highly recommended to improve the planning process. The training should emphasize the importance of the process, research, and collaboration needed for the SIP. Lastly, staggering the assignments due dates would be a great improvement. Component One and Two would be finished before Component Three started. Component Three would turned all work completed to Component Four subcommittee before Component Four could start its work. Component Five would be the last subcommittee to begin its work after receiving all the work that had gone before.

Suggestions for the Process – Narrative response required

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required
What is our plan to begin implementation of the action steps? Component Four presents a plan and timetable to be put in place to monitor all aspects of the School Improvement Plan. The faculty will develop a schedule for professional development and in-service days. All members of a department will have professional development days together, and each can focus and plan collaboratively to facilitate appropriate implementation of the state standards and guidelines. A week prior to the start of school, new teachers will receive 1-2 days orientation. They will receive information about school expectations, employee hand book, and state standards. COMP training is available for all teachers, and if possible, should be taken prior to the start of school. For the students, registration and orientation days have been moved to two weeks prior to start of school, to allow more preparation for counselors, parents, and students, who may have scheduling conflicts or concerns. Teachers who serve as advisors during the summer registration process can receive a compensatory day to use during the school year on a planning day. Formative tests in core subject areas such as the ***Coach Practice*** tests in English II, Physical Science, Biology I, and Algebra I will be given to assess the implementation of the plan. ***ThinkLink*** *and* ***Edusoft*** will be used for initial identification of student performance levels in math and English; these also will be used to track initial gains in each class. ***Formula for Success*** will also be incorporated to track students' skill acquisition. Three testing sessions will be held in October, January, and March. Several assessments such as the PLAN, PSAT, ACT, SAT, *Language!* assessments, end of course testing for English I, Math Foundations II, Physical Science, U.S. History, District Geometry Assessments, and Gateway for Algebra I, English II,

Biology I will be used at regular intervals to assess the progress of the SIP. In addition to the previous stated assessments, ***A+ Remediation*** program will be used as a computer based student-friendly credit retrieval intervention. Several programs have been put in place to help with assessment of our English Language Learner students. Students will be placed in their most recent program of study based on their score received from ***Programs for Basic Reading assessment and ELDA (English Language Development Assessment***). We will use Pearson & GradeSpeed reports to monitor and review student attendance by checking attendance, class cutting, and excessive absences weekly. At the end of each 20-day attendance period, we will check our attendance rates to see if we are on target.

New STEM coaches assigned to Glencliff – Science and Technology Coaches, Curriculum Coaches, and New Teacher Support-will aid in the implementation of our action steps. These extra resource peoples will be meeting with the faculty monthly.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

As part of our ongoing efforts towards continuous improvement, we will examine each teacher's progress reports (every 4 ½ weeks) and report cards (every 9 weeks). When long-term data comparisons of unsatisfactory student progress are apparent, the principal will focus attention and resources on those teachers/staff. When appropriate, the principal will provide intervention strategies, such as additional staff development, additional mentoring via the PALs program, mentoring from veteran teachers, and mentoring from department heads to teachers who continue to face challenges in instruction and classroom management. All assistant principals will be asked to prepare and disaggregate data on the scores and to implement appropriate interventions.

Further, each student has been assigned to an advisor within the building. Progress reports (every 4 ½ weeks) and report cards (every 9 weeks) are examined and discussed with the students. Together, the advisor and student develop an action plan for subjects in which inadequate progress has been made. Make-up days called ZAP (Zeroes Aren't Permitted), are scheduled into each week on Tuesday and Thursday and assigned by the teacher. The plan may

be reviewed and edited at shorter intervals if deemed necessary. Plus, Parent Portal will be used by parents to keep track of their students' progress and attendance, to receive comments from teachers via computers with internet access.

Thinklink, teacher-made tests, commercially produced tests by our textbook published, and state practice test will provide formative data consistently and allow for identifying students needing tutoring and extra support.

At the end of each 9 weeks, the Pearson & GradeSpeed reports regarding attendance, grade distribution, and disciplinary referrals will be reviewed and analyzed. At the end of the first semester and at the end of the school year, the SIP team will meet to compare pertinent data from this school year with available data from the previous two years and last year if available.

Guidance counselors will review, disaggregate, and analyze the data from the PSAT, PLAN, ACT, and the SAT as soon as the results are available. They will use data from the Gateway assessment and compare with the previous two years. Semester grades, along with formative assessment results will be compared to the previous two years. The data will be used to determine the best course of study for each student.

The following summary questions are related to **TSIPP Monitoring and Adjusting**. They are designed as a culminating activity for the school to plan the monitoring process that will ensure that the school improvement plan leads to effectively supporting and building capacity for improved student achievement for all students.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required
What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process. The School Leadership Team will meet to review and analyze the effectiveness of the SIP twice monthly. As appropriate, the School Leadership Team will suggest recommendations for improving, monitoring, and adjusting the goals set forth in the SIP. The School Leadership Team consists of: Executive Principal- Tony Majors Assistant Principals- Roosevelt Sanders, Suzanne Ripski, Sonya Brooks, Lauren Rickey Louis Harrison- No Child Left Behind Program Specialist Literacy Coach- Sue Johnson Cassandra McLaurine- Math Coordinator Alison McArthur- Small Learning Communities Coordinator Rayni Griffiths- No Child Left Behind Parent Engagement Specialist Kevin Dyson- Senior Graduation Coach Celia Conley- Special Education Coordinator Andrew Williams- Dean of Students Freshmen Academy

The following dates are scheduled for the Leadership Team to meet and evaluate the SIPs progress.

November 5 -26
December 16
January 7 -28
February 11-25
March 11-25
April 8-22
May 6

Metro Nashville Schools are requiring a complete review of the School Improvement Plan on January 15 and April 1 with a revision and updating of Component Four.

Edvantia is requiring an "Impact and Implementation Report" focusing on the success of the improvement plan on May 15, 2009.

Evidence of a Process for Monitoring Plan – Narrative response required
What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan? The School Leadership Team will continually examine teacher's progress reports every four and half weeks (mid-term) and nine weeks (report cards) to assess the direction and progress of the goals set forth in the School Improvement Plan. Together, the administration and leadership team will determine whether or not the action steps taken need to be redirected to get the results essential for meeting our goals. The School Leadership Team will meet twice monthly and will discuss progress and make adjustments to the plan. Metro Nashville Schools are requiring a complete review of the School Improvement Plan on January 15 and April 1 with a revision and updating of Component Four. Component Four will have lines drawn through action steps completed or no longer needed and the "Performance Results/Outcome column will be completed as much as possible to show the impact the plan has had thus far. Edvantia is requiring an "Impact and Implementation Report" focusing on the success of the improvement plan on May 15, 2009. In this report, Glencliff will have to examine all action steps and determine if they were implemented, partially implemented, or not implemented. Evidence of implementation is required and required actions to fully implement each action step is asked for.

Evidence of a Process for Adjusting Plan – Narrative response required
What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed? In the event that the School Leadership Team has evidence that the school needs to revamp our efforts for our students, we will make strategic adjustments to assure our SIP goals are met. This process will be done in Leadership Team meetings through open discussion and planning. Any and all adjustments made will be documented and submitted in the SIP and relayed to the faculty.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required
How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders? We will communicate any success and adjustments by utilizing our No Child Left Behind Parent Engagement Specialist, Rayni Griffiths. She will communicate information to parents and stakeholders through handouts, email, parent meetings, and mail-outs. Furthermore, the Executive Principal Tony Majors will also communicate pertinent data with parents and stakeholders via the Glencliff High School website, call-outs, emails, newsletters, and school newspaper.