Metropolitan Nashville Public Schools
School Improvement Plan

School Name: Glencliff High School
Principal: Clint Wilson
Date: 8/24/2012

Assurances

I certify that Glencliff High School has utilized the data and other requirements requested for each section. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal: Clinton A. Wilson
Date Signed: 8/24/2012

SIP Leadership Team Composition

The Leadership Team is composed of 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 SIP **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.

SIP Leadership Team

SIP Leadership Team Member Name	***Position/ School Role***
Clint Wilson	Executive Principal
Tonja Williams	Curriculum Principal
Suzanne Ripski	Academy Principal
Mark Pittman	Academy Principal
Jonathan Hall	Academy Principal
Celia Conley	Academy Principal
Brandon McClendon	Student
Adelina Winston	Parent
Traci Sloss	Dean of Students
Marvin Olige	Dean of Students
Ericka Dixie	Librarian
Tara Baker	Literacy Coach
Jill Peeples	Academy Coach
Naomi Williams	Consulting Teacher
Paul Leddy	Counselor
Molly Sehring	ESEA, committee chairperson
Rayni Griffeths	Teacher
Suzanne Link	Dean of Students/AVID Teacher
Monisha Waters	Science Teacher
Columbus Cody	Health/Wellness Teacher
Karen Kipke	EL Teacher
Alyce Scrivner	Culinary Arts Teacher
Eric Savaiano	FRC Director
Debbie Young	Alumni Association
Sarah Russ	NICE – Community Partner

Section 1 – Overview

Brief Overview of School

*Provide a link to School Profile and list **only** relevant changes in school and community information.*

Please visit our website at http://www.glencliffhs.mnps.org/site150.aspx for a broader overview of Glencliff High School.

Glencliff High School is one of the most diverse schools in the state of Tennessee. There are over 42 different nationalities and 26 languages represented in our student population. That diversity makes Glencliff a unique and exciting community to teach and learn. We view our diversity as a strength that allows us to provide an educational setting that truly addresses a global society. The administration and staff of Glencliff embrace the changing demographics of our community and set high expectations for student performance and behavior. In response to society's technological emphasis, technology is integrated into the education experience in both instructional and research settings.

Glencliff has been nationally recognized throughout its history. In 2011, GHS was the recipient of the National Community Schools Award for Excellence by the Coalition for Community Schools. Glencliff's focus on achieving results for our students, our community partnerships, and our focus on engaging families and the community are a testament to the strong foundation and dedication that Glencliff has built around the community school curriculum.

Glencliff is accredited by the Southern Association of Colleges and Schools with commendations for the programs and services provided. Glencliff students are encouraged to serve as leaders in our school and to participate in activities that extend the scope of their education. Glencliff students currently participate in the Mayor's Youth Council, International Teen Outreach Program, Future Business Leaders of America, DECA, TSA, HOSA, FCCLA, Youth In Government, Tennessee Immigrant and Refugee Rights Coalition, Community Nashville, AVID, SGA, United Nations, Best Buddies, Leadership Class, and Academy Ambassadors.

Our also students have the opportunity to participate in all TSSAA sanctioned sports as well as band, garden club, Thrivers, Anime, Beta Club, National Honor Society, newspaper, mariachi, yearbook, YMCA Latino and Black Achievers, art club, and more. Our extensive selection of clubs and organizations offers a variety of extracurricular experiences for all students.

In the fall of 2008, Glencliff High School implemented Career Academies as a part of the redesign of high schools. Students have the opportunity to receive training and instruction in the academies of the Ford Academy of Business, the nationally certified Academy of Medical Science and Research, the Academy of Hospitality and Marketing, and the Academy of Environmental and Urban Planning. As part of the Academies of Nashville, students will have the opportunity to work with professionals and business in their respective fields, with a goal of allowing students to develop the skills necessary for them to enter their respective fields or attend college to pursue post-secondary training and education. We are proud to say that Glencliff offers the only ACF certified culinary arts program in the state of Tennessee. Each academy has a pathway which guides the curriculum and instruction for those students under each defined pathway.

Finally, Glencliff provides a Freshman Academy with a team approach where students are equipped to make the transition from middle school to high school. All students are assigned to an advisor according to grade and academy enrollment. Advisors play an essential role in building relationships, monitoring student academic and behavior progress, and communicating all school and district initiatives.

Academy	Pathways / Areas of Focus
The Ford Academy of Business	• Business – Ford PAS
The Academy of Medical Science & Research	• Bio-Technology Research and Development • Diagnostic Services • Social Services • Therapeutic Services
The Academy of Environmental & Urban Planning	• Civil Engineering • Environmental Engineering
The Academy of Hospitality & Marketing	• Culinary Arts • Entertainment & Marketing • Salon Services

Vision and Mission of the School

Vision Statement: Glencliff High School will be an exemplar school that models effective teaching and learning. We will provide a safe and nurturing environment to meet the social and emotional needs of our students. Our diversity is our strength and the unique cultural backgrounds, learning styles, interests, and abilities of our students will be embraced and celebrated. Accountability and rigor will be valued and practiced in order to produce independent thinkers ready to take on the challenges of a global society. We will partner with parents, alumni, and community organizations to teach, lead, and empower our students in the realm of education, leadership, and service.

Mission Statement: Glencliff High School's mission is to support, challenge, and engage all students every second, every block, and every day in an effort to prepare college and career ready graduates.

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Plan to Share with School Community:

Select all that apply and provide brief explanation below.

- X Web Site
- X Home Callout System
- X E-Mail
- X Newsletter / Brochure
- X Annual Meeting
- ☐ First Day Packet / New Student Packet
- X Other: Programs of Studies

Parents:
We will share our vision and mission with our parents through the use of the school's website, social media such as facebook and twitter, brochures, home callout system, Program-of-Studies, and annual meetings such as orientation, Open House, and Academy Night. These outlets demonstrate a variety of multiple sources in an effort to reach as many parents as possible.

Students:
We will share our vision and mission with our students through the use of the school's website, social media such as Facebook and twitter, brochures, Program-of-Studies, Student Planners, academy class meetings, and annual meetings such as orientation, Open House, and Academy Night. As previously stated, these outlets demonstrate a variety of multiple sources in an effort to reach as many students as possible.

Community Members and All Stakeholders:
We will share our vision and mission with our students through the use of the school's website, social media such as Facebook and twitter, brochures, Program-of-Studies, annual meetings such as orientation, Open House, and Academy Night. In addition, we will promote our vision and mission with the community through meetings and various engagements with our current business partners and many other potential business partners. Again, these outlets demonstrate a variety of multiple sources in an effort to reach as many community members as possible.

Analysis of School Culture Data

Data Sources:
Select all that apply. Upload supporting documents to digital SIP site.
X Student Survey
X - TELL Survey
X - Student Attendance/Graduation Rate
X - Student Discipline Data
X Other: Academy Data

Perceived Areas of Strength:
Source: Spring 2011 Glencliff High School Student Academy Survey

- Safe learning environment
- 21st century technology skills are embedded throughout the curriculum
- Career readiness through the implementation of the Academy Redesign Model
- 21st century skills of communication and collaboration are fostered and developed
- More global-minded students
- Interdisciplinary teaching

Source: Spring 2011 Glencliff High School Academy Survey Results

- Ford Business Partners
- Relevance in the Curriculum
- CTE Program
- Academy Model Redesign Structure

Source: Spring 2011 TELL Tennessee Survey

- Safe school
- Class sizes
- Time available to collaborate with colleagues
- Time allowed to focus on educating students with minimal interruptions
- Professional development
- Sufficient access to appropriate instructional materials
- Access to instructional technology
- Access to a broad range of professional support personnel
- Adequate space to work
- Physical environment of classrooms supports teaching and learning
- Community members supporting teachers and contributing to their success with students
- Students understand expectations for their conduct
- Students follow conduct rules
- Teachers are recognized as educational experts
- Teachers are encouraged to participate in school leadership roles
- Teachers are effective leaders in this school
- The faculty and leadership have a shared vision
- The school leadership consistently supports teachers
- The school leadership facilitates using data to improve student learning
- Teachers receive feedback that can help them improve teaching

Source: Program Dashboard – Data Warehouse
At-Risk Students, Attendance, Student Discipline-

- Less than 4% of the student population is considered At-Risk
- Less than 2% of the student population had OSS
- Approximately 75% of our students missed less than three days
- Graduation rate increased from 69.7% to 74%.

Perceived Areas to Strengthen:
Source: 2011 TELL Tennessee Survey

- Cohesion of the vision between school leadership and faculty stakeholders
- Parental involvement in decision making
- Informing parents of what is going on in the school
- Teacher in-put in the types of professional development offered
- Professional development is needed in the area of student with disabilities (SWD)
- Professional development is needed in the area of differentiated instruction
- Professional development is needed in the area of ELL (English Language Learners)
- Professional development is needed in the area of closing the achievement gap between various student populations

Source: Program Dashboard – Data Warehouse
At-Risk Students, Attendance, Student Discipline-

- 14% of the freshman class earned at least one failing grade
- Tardies and conduct prejudicial to good behavior remain the top 2 offenses committed by students
- Approximately 25% of our students have had 3 or more days of absences

Teacher Recruitment, Support, and Professional Development Plan

Upload supporting documents, including PD survey and results.

- 2011 National Community School of The Year
- Technology: Computers, Elmo document cameras, CPS clickers, Smartboards, ipads, ipods, netbooks, 6 computer labs, Smart slates
- Positive school culture as defined by TELL Survey and Navigator session by Tribal
- Personalized Professional Development- job embedded, local, state, and national
    - Survey staff for PD needs
    - Common core and standards based grading
    - Using data to drive instruction
    - Best practices/instructional strategies
    - PBL/Interdisciplinary project training
    - Utilizing technology in the classroom
    - Demonstration School
    - SIOP Training
- Critical Friends- Teacher PLC that serves as a support system to enhance teaching and learning to improve student achievement.
- New Teacher Mentoring Program—Mentors assigned to each new teacher to help with procedures, protocols, discipline, lesson planning, etc.
- Family Outreach Translators provide support for our diverse school population
- Literacy and Numeracy Instructional Coaches and Academy Coach
- Academy Model creates a small school feel in a large high school.
- Engineering and Culinary areas are being remodeled with students' involvement.
- Focus on Project Based Learning that is interdisciplinary within the academy.
- Availability to lead service projects and after school clubs. (i.e. Garden Club, Arts, Thrivers, 5K, Recycling, etc.)
- Deans of students support student discipline efforts
- Family Resource Center
- Faculty Appreciation Celebrations
- Outdoor Classroom

Student Transition Plan
• Beginning with 9th grade, students are assigned to a common team of teachers that frequently review their individual data. • All students will create a 10-Year plan for success through high school and college in freshman advisory. This plan will be reviewed quarterly by the student and their advisor. • Students are assigned to an advisor that follows them sophomore-senior years. • Students new to the school or district receive a personal tour of the school. • During Advisory, Data Warehouse information is reviewed with the students • College and career counselor serve as another transcript analyst and assist with goal setting • Parent workshops • STARS counselor, Centerstone counselors, and social workers offer additional support • A+ program for content recovery before student fails • A+ program for credit recovery to retrieve credits, and for mid-year/new students • Intersessions • Tutoring opportunities (during advisory, afterschool, etc.) • Cluster support team monitors the dashboard and provides intervention for at-risk students. • Student grade advancement is determined by the district Student Progression Plan • International Student Transition Program (ISTP) offers sheltered classes for first year EL students • Students transitioning from EL are tracked for progress for two years by their English teachers for progress

Section 3 – Academic Data Collection and Analysis

Include only Summative Data.

Data Source	**Relevant Findings**
TCAP/ EOC	The TCAP/EOC data revealed the following information on student achievement: • Algebra I – 40.8% were proficient or advanced • Algebra II – 4% were proficient or advanced • Biology I – 26% were proficient or advanced • English I – 49% were proficient or advanced • English II – 35% were proficient or advanced • US History – 86% were proficient or advanced

ELDA	ELDA data revealed the following information for our ELL population: • Scores ranged from highest to lowest in Speaking, Listening, Reading, Comprehensive, and Writing respectively • Most ELL students are at the intermediate level (3) or below • Few students were advanced (21) • One student was fully fluent • 562 students reported English as their home language • 742 students have a NELB (Non-English language background)
% of SWD in General Education Classroom	Approximately 64% of our SWD participate in general education classes.
Plan Explore ACT	Plan data yielded the following information: • GHS is behind the national average in all categories: English, math, reading, and science • Caucasian students out-performed all other sub-groups in every category: English, math, reading, and science • Females out-performed males in every category • 39% of students who took the test indicated they needed help making plans after high school • 35% of students who took the test indicated they needed help improving their writing skills • 34% of students who took the test indicated they needed help improving study skills • 34% of students indicated they needed improving math skills ACT data yielded the following information: • GHS composite score for 2012 is 16.8 • English subscore increased from 15.2 in 2011 to 16.1 in 2012 • Math subscore increased from 16.1 in 2011 to 16.5 in 2012 • Reading subscore increased from 16.4 in 2011 to 16.8 in 2012 • Science subscore increased from 17.1 in 2011 to 17.4 in 2012 • Composite score increased from 16.3 in 2011 to 16.8 in 2012 • 36% of those who took the test met the College Readiness Benchmark in English • 8% of those who took the test met the College Readiness Benchmark in Math • 19% of those who took the test met the College Readiness Benchmark in Social Science • 7% of those who took the test met the College Readiness Benchmark in Biology • 1% of those who took the test met the College Readiness Benchmark in all 4 tested areas.

TVAAS	The 2012 TVAAS data revealed the following information: • No detectable difference in Algebra I between the predicted score and the actual score; however, there was **positive growth** from the 2011 school year • The average GHS student performed at the 27th percentile in the state in Algebra I • No detectable difference in Biology I between the predicted score and the actual score; again, however, there was **positive growth** from the 2011 school year • The average GHS student performed at the 19th percentile in the state in Biology I • No detectable difference in English II between the predicted score and the actual score; the data indicates similar results from both the 2011 growth scores in English II and 2012 growth scores in English II • The average GHS student performed at the 23rd percentile in the state in English II • GHS performed above the predicated score in English I; results of the 2012 growth scores in English I were similar to the 2011 growth scores; • The average GHS student performed at the 27th percentile in the state in English I • GHS performed below what was predicted for Algebra II • There was a **significant decrease** from the 2011 growth scores in Algebra II and the 2012 growth scores • The average GHS student performed at the 11th percentile in the state in Algebra II • No detectable difference was found in English III from the predicted score and the actual score • The average GHS student performed at the 19th percentile in the state in English III • There was no detectable difference in US History between the predicted score and the actual score; however, there was **positive growth** from the 2011 school year to the 2012 school year • The average GHS student performed at the 26th percentile in the state in US History

OTHER:	The 2012 AP data revealed the following information: • 100 exams were given • 4% of the test scores equaled a 5 • 8% of the test scores equaled a 4 • 15% of the test scores equaled a 3 • 26% of the test scores equaled a 2 • 47% of the test scores equaled a 1

Achievement Analysis

Academic Achievement Trends Over the Past Three Years:
Trends over the past three years demonstrate a continual need to focus on closing the achievement gap between our white population and all other subgroups. Whites have traditionally made up the third largest racial/ethnic group (approximately 25% - 26% of the student population) at GHS. Our white population has outperformed all other subgroups on standardized test assessed by the district and the state.

GHS's performance on Algebra I and English II EOCs, revealed inconsistent improvement over the last 3 years.

The percentage of students scoring proficient/advanced in Algebra I has fluctuated over the last three years. In 2010, 27% scored proficient/advanced; in 2011, 45% scored proficient/advanced; in 2012 approximately 41% scored proficient/advanced. Broken down by sub-groups, we find the following:

- In 2010, 31% of our white population scored proficient/advanced; in 2011 there was a significant increase from 31% to 45%; in 2012 we saw a slight decrease from 45% to 40.8%.

- In 2010, 23% of our Hispanic population scored proficient/advanced; 2011 there was a significant increase from 23% to 46%; again, in 2012 we saw a slight dip in scores from 46% to 42%.

- In 2010 our African-American population scored 27% proficient/advanced; in 2011 this percentage increased to 33%; in 2012, we see another decrease from 33% to 29.2%.

Our economically disadvantaged population showed inconsistency in performance as well.

- In 2010, 28% of the ED students who took the test performed at the proficient/advanced levels. In 2011, that number increased significantly to 43%; however, in 2012, we another slight decrease to 41%.

Our students with disabilities have shown a consistent trend of decreased performance on the Algebra I EOC.

- In 2010, 17% of SWD who took the test scored proficient/advanced; in 2010, the number decreased to 14%; 2012 showed a further decline to 10.3%.

GHS's ELL students have shown constant improvement on the Algebra I EOCs. In 2010, the percentage of those students tested in Algebra I and scored proficient/advanced was 21%. That number increased by 10% in 2011 (31%); and the number continued to show improvement in 2012 – moving from 31% to 33.3%.

Reviewing the three-year trend in the English II EOC data, revealed the following information. GHS has demonstrated repeated growth in proficiency/advanced on the English II EOC. Moving from 28.2% in 2010 to 30.5% in 2011, and then on to 35.4% in 2012.

Breaking the data down by subgroups we see the following:

- In 2010, 38.1% of our white population who took the test scored proficient/advanced; again in 2011, 38% of our white population who took the test scored proficient/advanced; in 2012 we saw an increase to 45% proficient/advanced status from this same population.

- Our Hispanic population also showed continual improvement in the English II EOCs over the last three years. Their scores for 2010, 2011, and 2012 respectively were 22.6%, 28.7%, and finally 33.4%.

- Our African-American population has also shown continual growth in the English II EOCs over the last three years. Their scores for 2010, 2011, and 2012 respectively were 24.5%, 25.3%, and finally 29.9%.

Continuing the trend of continual growth, we find that our economically disadvantaged students displayed continual growth over the last three years on the English II EOCs as well.

- Moving from 23.9% proficiency/advanced in 2010 to 31.5% in 2011 and then on to 33.6% in 2012.

Students with disabilities demonstrated significant growth from 2010 to 2011 on the English II EOCs.

- Increasing the proficient/advanced levels from 9.7% in 2010 to 26.9% in 2011.
- There was a slight dip in scores in 2012, with 25% scoring proficient/advanced.

Our ELL population has shown inconsistent progress over the last three years.

- In 2010, approximately 17% of those students taking the test scored proficient/advanced.
- In 2011, however, there was a huge decline to only 7% scoring proficient/advanced.
- In 2012, there was some progress and 13.6% scored proficient/advanced.

Overall, the Algebra I scores demonstrated growth between the 2010 and 2011 school year for the following subgroups: white, Hispanic, and African-American, economically disadvantaged, English Language Learners. However, those scores dipped slightly in 2012. Our students with disabilities have shown continued **decline** in Algebra I levels of proficiency and advanced.

The trend for English II EOC is encouraging. With the exception of our ELL population, all subgroups demonstrated consistent growth from 2010 to 2012.

Three-year trends in TVAAS data indicate that GHS is showing growth in Algebra I and English I. There has been no detectable difference in Biology I, US History, and English II. Although there has been positive growth in Algebra I and English II, GHS is performing below the 30th percentile of the state of Tennessee.

The Algebra II EOC has only been given over past two years. English III EOC was implemented the first time during the 2011-2012 school term. There is no three-year trend to observe as of yet.

An analysis of the advanced placement data reflected 27% of the scores were 3 or higher.

Analysis of the ACT data reflected continuous improvement over the last 5 years; however with a composite score of 16.8, we are still striving to attain the MNPS's expectation of a composite score of 21. In addition, our white student population continues to out-perform all other subgroups.

Synthesis of Current Achievement Data for Action Planning

Based on the analysis of the current data, the critical areas of need include the following: (1) focused attention on improving student performance in all EOC testing areas:
In Algebra I – the average student performed at the 27th percentile in the state of TN
In Algebra II – the average student performed at the 11th percentile in the state of TN
In English I – the average student performed at the 27th percentile in the state of TN
In English II – the average student performed at the 23rd percentile in the state of TN
In English III – the average student performed at the 19th percentile in the state of TN
In US History – the average student performed at the 26th percentile in the state of TN

Algebra II is clearly an area to strengthen.

The data also indicated that closing the achievement gap between ALL students and the different subgroups with special attention given to student with disabilities, English Language Learners, and economically disadvantaged populations should be a priority.

Increasing the ACT average from 16.8 to the district's expectation of a 21 should also be a focused area of priority.

Increasing the number of ELL students passing the ELDA should also be a focused priority particularly because our ELL population constitutes a majority (40%) of our student population. In 2010-2011, 25% of GHS's ELL population taking ELD classes was able to exit these classes.

A review of our advanced placement data suggests there is a need to increase our percentage of students scoring a 3 or above. Currently, 27% of our students scored a 3 or above. Attention should be given to increasing this percentage to 50%.

Gap Closure

Synthesis of Current Gap Analysis for Action Planning

Current gap analysis suggests that all subgroups are compared to the school's overall results in tested areas.

Algebra I

In Algebra I, GHS scored an overall 40.8% proficiency/advanced level. In further disaggregation of the data, we find that our white students performed at 50% proficiency/advanced, 9.2% above GHS's overall level of performance. Combined, our African-American, Hispanics, and Native American scored a proficiency/advanced rate of 36.1%, 4.7% below GHS's overall performance for Algebra I.

In comparing our economically disadvantaged (ED) population with our non-economically disadvantage population, we find that 40.6% of ED students scored proficiency/advanced and our non-ED students scored at 42.5%. This shows a slight gap of 1.9%.

Comparison of the data between students with disabilities and the non-students with disabilities reflected that SWD scored a proficiency/advanced level of 10.3% and the non-SWD scored at 43.9%. This indicates a significant achievement gap of 33.6%.

Comparison of the data between our ELL and non-ELL students showed that 33.3% of our ELL students scored proficiency/advanced while our 44% of the non-ELL students scored proficiency/advanced. This indicates an achievement gap of 10.7%.

English II

In English II, 35.4% of GHS's students scored proficient/advanced. In disaggregating the data, we found that 45.1% of our white students scored proficient/advanced. This is 9.7% above the school's level of achievement. Combined, our African-American, Hispanics, and Native American scored a proficiency/advanced level of 32.1%, a difference of 3.3% when compared to all subgroups.

In comparing our economically disadvantaged population with our non-economically disadvantaged population, we find that 33.6% of our ED students scored proficient/advanced and our non-ED students scored 44.5%. This shows an achievement gap of 10.9%.

Comparison of the data between students with disabilities and the non-students with disabilities reflected that SWD scored a proficiency/advanced level of 25% and the non-SWD scored at 36.3%. This indicates a significant achievement gap of 11.3%.

Comparison of the data between our ELL and non-ELL students showed that 13.6% of our ELL students scored proficiency/advanced while 38.3% of the non-ELL students scored proficiency/advanced. This is a significant achievement gap of 24.7%.

School-wide Focus

- **Closing the achievement gap between All students and all subgroups on all EOCs.**
- **ACT - moving the composite ACT score from 16.8 to 17.8. This also includes increasing the students meeting the college readiness benchmarks by at least 10% for each subtest.**
- **Graduation Rate will increase 4.3% moving from 69.7% to 74%.**

Key Strategies for School-wide Focus

- **Closing the achievement gap between All students and all subgroups.**
  - We will focus on implementing the Continuous School Improvement Model as trained during the summer of 2011 for English II and Algebra I
  - We will implement project-based learning and interdisciplinary projects to help facilitate effective learning strategies to close the achievement gap
  - Share successful instructional strategies that encourage differentiated instruction
  - Create intervention plans for students not performing well on common assessments and DEA assessments
  - Implement SIOP (Sheltered Instruction Organization Program – ELL Strategies) to help facilitate effective instruction with all student subgroups – with particularly attention given to ELL students. (PD will be provided once a month by MNPS SIOP facilitators)
  - Monitor students through the use of Data Warehouse with 1, 2, and 3 red flags (this is a signal that a student is at-risk for failure)
  - Utilize the numeracy coach and literacy coach to provide job-embedded, on-site professional development in English I, II, and III, and in Algebra I and II
  - Utilize our Numeracy Coach to work one-on-one with teachers to help differentiate instruction
  - We will utilize permanent substitutes (school-assigned subs) again this year to allow teachers to participate in professional development in the tested subject areas. This practice was successful last year with English. We will now replicate the practice with mathematics.
- **ACT - moving the composite ACT score from 16.8 to 17.8. This also includes increasing the students meeting the college readiness benchmarks by at least 10% for each subtest.**
  - Implement Critical Thinking ACT prep classes for all juniors in the master schedule
  - PLAN test
  - ACT words of the day/week
  - SIOP (Sheltered Instruction Organization Program) training (ELL Strategies)
  - Practice ACT for all juniors
  - Utilization of Advisory period to work on ACT prep
  - Science teachers will introduce more charts and graphs in their lesson plans
  - Promote higher enrollment in advanced-placement classes (this does correlate with higher ACT scores)
  - Bi-weekly meetings with teachers to discuss data (from common assessments), pacing, plans, and common grading
  - Create SMART goals and re-evaluate those goals quarterly
  - DEA assessments (district mandated) and discussion on data from those
  - Share successful instructional strategies that also include differentiated instruction
  - Create intervention plans for students not performing well on common assessments and DEA assessments
  - Use A+ for content retrieval
  - Planning Days for English I and English II teachers each quarter (to create assessments, make instructional decisions based on data, and plan lessons).
- **Graduation rate will increase 4.3% moving from 69.7% to 74%.**
  - Counselors, Academy Principals, and Executive Principal to will review transcripts of seniors to ensure they are on-track to graduate on time
  - Content and Credit Recovery
  - Monitor students with 2 and 3 flags (at-risk indicators for attendance, grades, and

Key Strategies for School-wide Focus

behavior)

- Utilize Oasis College Connection to help council seniors on college and career plans
- 3 College nights that focus on FAFSA and financial aid for college
- College Application Week – utilize it to promote students applying to college
- College and Career Readiness counselor
- Create cohort notebooks to track students who withdraw or drop-out more effectively
- Provide targeted intervention, planning, and counseling to students not on path for graduation
- Track academic progress and projected graduation status for all students in cohort
- Consult and collaborate with administrators, teachers, district leaders, community service providers, and parents regarding student progress and interventions
- Develop and coordinate programs and interventions to improve college access, including FAFSA filing events and college admissions representative visits
- Plan and integrate goals into curriculum deliverables, including improved graduation rate and school wide ACT average.

Extended Learning Plan

Upload approved Intersession Application

1. **Content/ Credit Recovery- Will be offered both fall and spring breaks to allow students the opportunity to recover credits and any missed content to improve the graduation rate and promotion rate.**
2. **ACT Test Prep- We will offer ACT test prep during both intersessions that will be available to ALL students on specific strategies garnered during our Focus on Achievement PD we received during the spring and summer 2012.**
3. **AP Enrichment- We will provide AP enrichment for all students currently enrolled in an AP course to better prepare for the Advanced Placement exams.**
4. **Content Recovery will also be available after school for students to make up credits failed previous semesters.**
5. **After-school tutoring will be offered in the areas of math, science, and English.**

Statement of Coordination and Integration of Federal State and Local Programs

The school improvement plan was developed and is currently being carried out with the assistance of and the participation of the State Department of Education, the Metropolitan Nashville Public Schools District Office, and the local school. This plan is a continual process; and therefore, consultation and participation from all levels is necessary.

Technical assistance was provided by the State Department of Education through the following ways:

- The State Report Card is supplied to the District and the schools for the analysis, synthesis, and resulting planning process.
- Webinars are offered to cover alignment of the State Standards and for guidance of utilization of federal funds.
- The state website is available for guidance in the development of the school improvement plan and for federal and state compliance with ESEA regulations.
- Further guidance is offered by state personnel for federal and state compliance with ESEA regulation of expenditures.

The Metropolitan Nashville Public Schools District provides the following assistance in the development of the school improvement plan, including federal and state requirements in the following ways:

- The District supplies the data and goal targets to each school.
- Research-based guidance is offered to schools on curriculum, instruction, assessment, and organization for planning purposes.
- The District provides a "call-out" service to increase parent awareness and involvement in the education of students.
- To increase the efficacy of planning, extensive data is available to schools through the utilization of Data Warehouse.
- Data coaches, instructional coaches, and model classroom teachers support the District initiative data-driven planning and instruction.
- Family School Liaisons provide services that link the district and the school to the community.
- The Department of Federal Programs provides guidance in the school improvement process and compliance regulations and requirements which includes training sessions, site visits, PowerPoint presentations, email, and other methods.
- The district ensures that one percent of Title I funds are programmed for parent involvement.

The following technical assistance is provided at the school level:

- The members of the school community are notified of the school's status.
- Parents are notified of the school's status.
- Varied languages and methods of communication are offered. This includes varying the times of meetings to meet the needs of parents.
- High quality professional development opportunities based on achievement needs and other needs assessments are offered for teachers.
- Assistance for the homeless is offered, including information for parents.

School-wide Implementation Plan – Goal 1A

Revised DATE: 8/24/2012

Annual Measurable Objective (AMO) Goal	Glencliff High School will increase the percentage of students who are Proficient or Advanced by a minimum of 10% in Algebra I as measured by the End of Course (EOC) for Every Test Taker (ETT) from 40.8% to 50.8% Proficient Advanced.
How is this Goal linked to the district plan?	Ensure that school, district, and community leadership is focused on high student achievement and cultivates a collaborative environment that produces excellence for our diverse student body.

ACTION STEPS		IMPLEMENTATION PLAN					
Action steps should address identified needs in the areas of Professional Development, Assessment, Intervention, Enrichment, Parent and Community Engagement		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1.1a	Algebra I teachers and numeracy coach will utilize common planning periods bi-weekly to create common assessments, and common lesson plans, analyze of data, participate in professional development, and review student learning outcomes and shared best practices.	August 2012 to May 2013	N. Williams	District Pacing guides, Common Core Standards, Algebra I Textbook, common planning time	District	Meeting notes submission, improved student achievement results	Common Benchmark Assessments/DEA Results/ EOC Results
Action Step 1.2a	Assessments: Algebra I teachers will give common standards-based assessments a minimum of 3x per quarter, track results and utilize information to drive instruction and improve student outcomes; Algebra I teachers will utilize DEA data to inform instruction and plan interventions.	August 2012 – May 2013	N. Williams	Teacher determined common assessments, teacher created standards trackers	District	Common Assessments submitted, meeting notes include data analysis	Common Assessments
Action Step 1.3a	Algebra I will attend professional development training conneceted to effective collaboration, student achievement, and best practices.	Once/sem -ster	T. Williams	District provided trainings	SIG & Title I/$5,000	ERO Transcripts	ERO Transcripts/ Sign In Sheets for Planning Days
Action Step 1.4a	Algebra I teachers will communicate with middle school math teachers to communicate student gaps & needs	Nov 2012 March 2013	McLaurine	Time	None	Meeting notes and sign in sheets	Meeting Notes
Action Step 1.5a	Based on funding school will hire tutors to support targeted students	Spring Semester	Wilson, T. Williams,	Qualified personnel	SIG/ 30,000.00	Algebra I EOC results	Teacher Log of Students Served and Growth
Action Step 1.6a	Algebra I teachers will integrate increased technology with graphing calculators, computer based standards assessments, Ipod labs	All Year	McLaurine,	Graphing Calculators, mini classroom labs, Ipod lab	SIG/ 50,000.00	Unit and lesson plans	Common Benchmark Assessments/DEA Results/ EOC Results

School-wide Implementation Plan – Goal 1B

Revised DATE: 8/24/2012

Annual Measurable Objective (AMO) Goal	Glencliff High School will increase the percentage of students who are Proficient or Advanced by a minimum of 4.0% in English II as measured by EOC for ETT from 35.4% to 45.4% Proficient/Advanced.
How is this Goal linked to the district plan?	Ensure that school, district, and community leadership is focused on high student achievement and cultivates a collaborative environment that produces excellence for our diverse student body.

ACTION STEPS		IMPLEMENTATION PLAN					
Action steps should address identified needs in the areas of Professional Development, Assessment, Intervention, Enrichment, Parent and Community Engagement		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1.1b	English II teachers and Literacy Coach will utilize common planning periods bi-weekly to discuss data, create common lesson plans and common assessments, learning outcomes and shared best practices.	August 2012 – May 2013	T. Baker	English II Curriculum	District $70,000.00- Title 1 for Literacy Coach	Meeting notes submission, lesson plans	Common Benchmark Assessments /DEA Results/ EOC Results
Action Step 1.2b	Assessments: English II teachers will give common standards based assessments quarterly, track results and utilize information to drive instruction and improve student outcomes; English II teachers will utilize DEA data to inform instruction and plan interventions	August 2012 – May 2013	T. Baker	Teacher determined common assessments, teacher created standards trackers	District	Common Assessments submitted, meeting notes include data analysis, DEA results	Common Benchmark Assessments
Action Step 1.3b	All students that show less than 80% mastery on DEA probe will be signed up for tutorials.	October 2012 – May 2013	T. Baker .	District provided trainings	District	Scores will be posted and disaggregated. Tutoring sign in.	Student Trackers and Sign In Sheets
Action Step 1.5b	Individual student conferences will be held each semester with school administration to go over individual data from common assessments, DEA probes, and practice test.	November 2012 April 2013	T. Williams Wilson	Time	District	Goal Worksheets	Administrator Student Worksheets
Action Step 1.6b	Assistant Principals will visit every English classroom weekly to ensure high quality teaching is occurring. Deans will handle the discipline and attendance to allow more time for Assistant Principals to coach teachers	Weekly	APs	District Funding	SIG/ $400.000.00	DEA Probe Data, Evaluations, Teacher Feedback	Walk Through Forms. Instructional Rounds

Action Step 1.7b	Based on funding school will consider hiring tutors to support targeted students	Jan. to May 2013	Wilson, Williams	Qualified personnel	SIG/ 30,000.00	English II EOC results	DEA Results/ EOC Results/ DEA Probes

School-wide Implementation Plan – Goal 2

Revised DATE: 8/24/2012

Gap Closure Goal	1. Glencliff High School will decrease the academic achievement gap as measured by EOC In **Algebra I** for **Black, Hispanic, Native American vs All** from **4.7%** to **4.4%,** an overall decrease of **0.3%.** 2. Glencliff High School will decrease the academic achievement gap as measured by EOC **English II** for **Black, Hispanic, Native American vs All** from **3.3%** to **3.1%,** an overall decrease of **0.2%**. 3. Glencliff High School will decrease the academic achievement gap as measured by EOC **Algebra I** for **Economically Disadvantaged (ED) vs Non-ED** from **1.9%** to **1.8%,** an overall decrease of **0.1%.** 4. Glencliff High School will decrease the academic achievement gap as measured by EOC for **English II** for **Economically Disadvantaged (ED) vs Non-ED** from **10.9%** to **10.2%,** an overall decrease **0.7%.** 5. Glencliff High School will decrease the academic achievement gap as measured by EOC **Algebra I** for **Limited English Proficient (LEP) vs Non-LEP from 9.8%** to **9.2%,** an overall decrease of **0.6%.** 6. Glencliff High School will decrease the academic achievement gap as measured by EOC **English II** for **Limited English Proficient (LEP) vs Non-LEP** from **24.7%** to **14.7%,** an overall decrease of **10%**. 7. Glencliff High School will decrease the academic achievement gap as measured by EOC **Algebra I** for **Students with Disabilities (SWD) vs Non-SWD** from **33.6%** to **23.6%**, an overall decrease of **10%.** 8. Glencliff High School will decrease the academic achievement gap as measured by EOC **English II** for **Students with Disabilities** from **11.3%** to **10.3%,** an overall decrease of **10%**.
How is this Goal linked to the district's plan?	Graduate all students from high school with college and career readiness ensuring academic success for every student.

ACTION STEPS		IMPLEMENTATION PLAN					
Action steps should address identified needs in the areas of Professional Development, Assessment, Intervention, Enrichment, Parent and Community Engagement		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 2.1	We will review our achievement data from all 2012 state and local assessments.	August 2012	Principals, Teachers	Test data from state and district	NA	Meeting Notes	Action Plan
Action Step 2.2	We will use our literacy and numeracy coach to conduct professional development for all teachers as it relates to instructional strategies, curriculum and planning, and student achievement	August 2012-May 2013	T. Williams,	Teaching supplies ie. manipulatives and paper	$2,000 – Title I	Meeting Notes/ Teacher Sign-Ins	Teacher Observation Scores/ EOC Assessments
Action Step 2.3	We will administer the DEA test to assess student growth in the tested areas throughout the year.	Sept 2012, Nov.2012 Feb.2013	T.Baker & N. Williams	DEA test, scanner	$3,000 - SIG	DEA Scores	DEA Scores/ EOC Assessments
Action Step 2.4	We will utilize the data from the DEA to guide, modify and differentiate instruction	Sept. 2012 – May 2012	N. Williams T. Baker	DEA data	NA	DEA Scores	DEA Scores/ EOC Assessments

Action Step 2.5	We will utilize the ZAP program (zeros are not permitted) to provide individual assistance to those students who are falling below expectations in all classes.	Aug. 2012-May 2013 (weekly)	All Teachers	NA	NA	ZAP Duplicates	DEA Scores/ EOC Assessments/ Student Tracker Sheets
Action Step 2.6	We will utilize SIOP (Sheltered Instruction Observation Protocol) to enhance the teaching capacity of our faculty with ELL and non-ELL students.	Once per month starting in Sept.2012 and ending in May 2013	T. Williams C.Irwin	Paper	$500	Lesson Planning/ Classroom Observations	DEA Scores/ EOC Assessments, ELDA sores, Graduation Rate
Action Step 2.7	We will provide opportunities for faculty members to attend professional development training locally, statewide and nationally.	Aug. 2012-June 2013	Wilson, T. Williams	Conferences, ASCD	$20,000.00 – SIG and Title I	Conference Registration Forms	DEA Scores/ EOC Assessments
Action Step 2.8	We will utilize Intersession to provide content and credit recovery to provide students with more opportunities for academic success.	Oct. 8 – 10, 2012 March 18 – 22, 2013	Williams	Materials, supplies, and snacks	$1600	Registration Forms	EOC Assessments, Promotion Rate, Graduation Rate

School-wide Implementation Plan – Goal 3A

Revised DATE: 8/24/2012

Culture Goal	Create a healthy, positive culturally responsive school environment that fosters a shared vision between all stakeholders resulting in a positive change of 10% increase (from 73% to 83%) as indicated by the MNPS TELL Survey and an increase in parent involvement from 5% to 10% (participation at events).
How is this Goal linked to the district's plan?	Ensure that school, district, and community leadership is focused on high student achievement and cultivates a collaborative environment that produces excellence for our diverse student body.

ACTION STEPS		IMPLEMENTATION PLAN					
Action steps should address identified needs in the areas of building capacity for students, staff, parent, and community.		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 3.1a	All teachers will post the school and academy mission/vision in their classrooms.	By September 1, 2012	Peeples	Poster Machine	2316- $5,000.00	Walk-Throughs Instructional Rounds	TELL Survey, Navigator Feedback
Action Step 3.2a	Every nine week period, reflection and progress of the goal will occur during leadership team meetings.	Oct. 2012, Jan. 2013, Apr., 2013, May 2013	Sehring	Leadership Team Meetings	District	Meeting Notes, Agenda, Staff Surveys, Tribal Navigator Session	TELL Survey, Navigator Feedback
Action Step 3.3a	Teachers with less than three years of experience will receive support through the use of the school's PLC of Critical Friends and Academy teams.	August 2012 – May 2013	Chad Prather Lead Teachers	None	$3125, Title I	Meeting Notes, Teacher Surveys	TELL Survey, Navigator Feedback
Action Step 3.4a	GHS will provide opportunities for parents to feel welcome, become advocates for student success, and connect with community resources.	August 2012-May 2013	Wilson T. Williams Sehring	Parent Conf. Parent Workshops Family Resource Center Social Services Parent Advisory Board	$3,000 – Title I	TELL Survey, GHS Parent Survey	TBD
Action Step 3.5a	GHS will facilitate two-way communication between the school and parents in order to encourage and support student academic acheivement.	August 2012-May 2013	Wilson Sehring	Call-Out System Web-Site GradeSpeed Translators Parent-Conferences Parent Workshops Parent Newsletter	$3,000 – Title I	TELL Survey, GHS Parent Survey	TBD

School-wide Implementation Plan – Goal 3B

Revised DATE: 8/24/2012

Annual Measurable Objective (AMO) Goal	Glencliff High School will increase the student Graduation Rate by a minimum of 10% from 69.7% to 79.7%.
How is this Goal linked to the district plan?	Ensure that school, district, and community leadership is focused on high student achievement and cultivates a collaborative environment that produces excellence for our diverse student body.

ACTION STEPS		IMPLEMENTATION PLAN					
Action steps should address identified needs in the areas of Professional Development, Assessment, Intervention, Enrichment, Parent and Community Engagement		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 3.1b	Create a College and Career counselor that will track all student progress toward graduation.	August 2012 – May 2013	Leddy,	Counselor Position	District $70,000.00-	Transcripts/ Graduation Plans	Graduation Rate
Action Step 3.2b	Each student will have their transcript evaluated by their counselor, academy principal, and college and career counselor each semester.	Once per semester	T. Williams,	None	None	Evaluation Checklist	Graduation Rate
Action Step 3.3b	All freshmen will participate in a school planned college tour and create a College for TN account.	Spring 2013	C. Conley, T. Baker	Transportation/ Lunch	5,000.00/ Local School Funds	Student Evaluations	Graduation Rate
Action Step 3.4b	All juniors will be enrolled in our ACT prep class (Critical Thinking) to prepare for the ACT test in the spring of 2013.	Aug. 2012 May 2013	T. Williams, C. Wilson,	Learning Express Library, ACT Test Prep Books/ IPADS	$80,000.00/ SIG	Student Trackers	ACT Test Results/ Graduation Rate/ Student College Enrollment
Action Step 3.5b	Oasis College Connections Mentor will meet with each senior advisory, conduct a needs assessment, and meet with individual students to promote graduation.	All Year T,W,R	Leddy	Mentor	$25,000/ Oasis	Student Logs/ Needs Assessment	Graduation Rate
Action Step 3.6b	We will have 6 to 9 college nights that focus on FAFSA and Financial aid night. We will also have a college application week in October to promote students applying to college.	Oct. Dec. Jan.	Leddy, Wilson, T. Williams	TSAC, Oasis, Deloitte	$500.00	Student Logs	Graduation Rate
Action Step 3.7b	Create and maintain a Star Walk that shows where students will be enrolling in the fall of 2013.	All Year	Leddy, Wilson, Williams	Banner, Stars	$1000.00	Student Stars/ Roster	Graduation Rate

SIP Revision Timeline *A continuous analysis of formative data/ evaluation measures / performance outcomes*
The GHS leadership team will review performance outcomes on formative assessments four times per year with the first occurring after our first DEA data in early October. **SIP revisions will also take place in November after feedback from Federal Programs.**