








2012-2014 COMPREHENSIVE PLAN | E. C. Glass High School REPORT *data*



● GOAL MET
 ● GOAL NOT MET/PROGRESS
 ● GOAL NOT MET/NO PROGRESS

INDICATOR	2011-2012	2012-2013	Change		NOTES	
ACHIEVEMENT	GRAD RATE	89%	86%	3.4% decrease	●	We printed the Watch List from Pearson and monitored the progress of our seniors.
	ADV./AP/DUAL ENROLLMENT	Adv. – 756 AP – 338 DE - 81	Adv. – 741 AP- 363 DE - 86	-2% +7% +5%	● ● ●	We added an AP Human Geography course. We also have a few more students who are taking virtual AP courses in the lab.
	PALS pass rate	n/a	n/a			
	SOLS (see page 2)					
BEHAVIOR	STUDENT ATTENDANCE	501	398	21% decrease	●	
	SUSPENSION	389	312	20% decrease	●	The creation of an In School Suspension option for discipline assisted in the reduction of out of school suspensions.
CULTURE	STAFF ATTENDANCE	1207	1624	417 additional days	●	This category was significantly impacted by a small number of staff who missed an inordinate number of days. Some of those staff members are no longer with us.
	PARENT INVOLVEMENT	280	240	14% decrease	●	This number reflects the numbers documented by the check in system in the main office. The concern is this does not accurately reflect volunteer assisting in our after school events. Parents working concessions and other events for the school and our various extracurricular activities may not be included.

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INDICATOR	2011-2012	2012-2013	DIFFERENCE	  	NOTES
MATH (new test 2012)	50%	49%	-1%		The scores for our Algebra I and Algebra 2 students decreased. The scores for our Geometry students increased significantly.
READING (new test 2013)	88%	84%	-4%		
SCIENCE (new test 2013)	82%	72%	-10%		
SOCIAL STUDIES (new test 2011)	73%	79%	+8%		New staff in the social studies department that was very positive and helped with our overall scores.

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA01 (mandatory)</p>	<p>The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.</p> <ol style="list-style-type: none"> 1. Teachers will use Interactive Achievement and administer benchmark assessments at the beginning, middle, and end of the year. 2. Students with insufficient math skills will be identified at the middle school level using ARDT and teacher recommendations which will be shared with the director of guidance for scheduling purposes. 3. Teachers of Algebra I blocks will use the i-Ready math program to assess student progress in September, January, and April. 4. Teachers will be trained on Datacation using webinars to learn how to identify students in need of intervention. 5. Incoming freshmen will be identified as needing reading assistance by using the results of their SDRT4 from their respective middle schools. 6. Students identified through SDRT4 as needing reading assistance will be assigned to a reading class that will meet five days a week for fifty(50) minutes each day for the entire 2013-2014 school year. 7. Students identified using the results of the ARDT assessment as needing math assistance will be scheduled in a double block of Algebra I which will increase their math instruction. 8. Teachers will identify students who do not pass the common assessment during the course of the 9 weeks. 9. Teachers will be trained to use Interactive Achievement to develop common assessments to help groups students for Tier 2 and Tier 3 remediation. 	<p>The school will effectively use an identification process for all students at risk of failing or who are in need of targeted interventions. Students will be identified using DataCation, Interactive Achievement, and i-Ready. They will also be identified by their counselors and administrators. 100% of identified students will be supported with targeted interventions, such as a modified RAM. Our goal is to improve SOL scores in all areas.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA02 (mandatory)</p>	<p>The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).</p> <ol style="list-style-type: none"> 1. Core teachers will develop tiered instructional strategies based on student performance on classroom formative assessments. 2. To assure that all Algebra I block students receive i-Ready intervention the Math department will meet and develop a schedule for the computer lab to assure its availability. 3. Students in core classes who demonstrated a need for intervention through classroom assessments will be scheduled to attend a dedicated Remediation and Mentoring(RAM) class. This will consist of two thirty minute classes each week of intense differentiated instruction. 4. Students who are not in need of remediation, will be offered enrichment classes that will expose these students to various topics of interest. 5. Students who are identified as being two grade levels below in reading will receive one extra period of reading instruction with a certified reading specialist. 	<p>All students who are in need of Tier 2 and Tier 3 interventions will receive needed differentiated instruction by using Interactive Achievement, i-Ready, teacher developed instructional strategies, and RAM. Our goal is to improve SOL scores in all areas.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;">TA03 (mandatory)</p>	<p>The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.</p> <ol style="list-style-type: none"> 1. Departments will meet once a week in professional learning communities to monitor student progress of those students who have been identified as needing tier 2 and tier 3 interventions. 2. PLC minutes will be submitted on a weekly basis to the department chairperson who will report to the school improvement team their findings. 3. Core teachers will keep attendance records for RAM and submit to their department chairs. This will ensure remediation of all students with D's and F's. 4. Student progress will be monitored in reading through the use of Building Reading Skills by Brigance. 5. i- Ready assessment results for Algebra I block students will be monitored to determine if the students are showing adequate progress. Increased use of this program will be determined by students individual results. 	<p>A multidisciplinary school improvement team that now includes guidance counselors, department chairs, and all administrators will meet once a month to ensure that appropriate interventions are being implemented and are effective with student achievement. Core teachers will keep attendance records for RAM and submit to their department chairs. This will ensure remediation of all students with D’s and F’s. i-Ready will be used to monitor students in Algebra I to ensure that they are showing adequate progress. Increased use of the program will be determined by student’s individual results.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">BEHAVIOR</p> <p style="text-align: center;">IIIC10</p>	<p>All teachers will reinforce classroom rules and procedures by positively teaching them.</p> <ol style="list-style-type: none"> 1. An inter-disciplinary team will be chosen and trained in PBIS in preparation for the 13-14 school year. 2. The PBIS team will develop a set of 5 positively stated school rules that address the most common behavior issues as documented by the 12-13 discipline data. 3. The faculty and staff will adopt this list of expectations (High Fives) governing student behavior at a faculty meeting prior to the first day of school. 4. Teachers will introduce and elaborate upon the High Fives in extended first period classes the first week of school 5. The PBIS team will create posters that showcase the High Fives and post them around the school. 6. One member of the administrative team will go on the television broadcast and announcements each day for the first week of school and introduce one of the High Fives. 7. All teachers will create a minimum of five rules and procedures via The First Days of School videos from Harry Wong during a professional work day. 8. After training on rules and procedures, all teachers will develop a minimum of five procedures for the classroom and teach them to their students. 	<p>All teachers have a set of school wide, positively written rules to post in their classrooms. We are working with teachers to establish classroom procedures that will make their classes run smoothly. This will minimize discipline referrals.</p>

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CULTURE	<p>Parents will be given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits (e.g., parent-teacher conferences).</p> <ol style="list-style-type: none"> 1. The school will offer a "Touching Bases" program to allow all parents to meet with teachers from 7:30-9:30 in the morning to check on student progress and to arrange a longer conference if necessary. 2. The school will offer 2 conference nights each semester for teachers to meet with parents to discuss student progress. 	<p>Parents will be offered multiple opportunities to meet teachers throughout the year. These opportunities will be scheduled at different times of the day to try to meet the needs of all of our parents. We believe parental involvement will improve student achievement and behavior.</p>
	<p>The school will celebrate its accomplishments.</p> <ol style="list-style-type: none"> 1. Teachers and administrators will seek ways to recognize students using positive referrals. 2. Students' and teachers' successes will be announced through WECG and social media. 3. Student work will be highlighted through displays, newsletters, and performances. 4. Teachers will be recognized weekly (Teacher of the Week), monthly (Fab Five), and Teacher of the Year. 5. Students will be recognized for academic achievement with academic awards, letters, and scholarships. 6. Students will be rewarded with incentives for exceeding achievement, behavior, or culture expectations at the end of each semester. 7. Retiring teachers will be honored at the end of the year for their service to the division. 	<p>Academic, social, personal, and extra-curricular achievements will be recognized. We will showcase improvements as well as excellence. Our goal is to reduce the number of staff absences by 10%.</p>