Glenbrook South High School

To: Rosanne Williamson, Assistant Superintendent
From: Cameron Muir, Associate Principal for Curriculum & Instruction
Date: January 22, 2013
Re: GBS - NCLB School Improvement Plan for 2011-2013

Attached you will find the document, *The Comprehensive Plan Report,* which satisfies the requirement to submit a school improvement plan as stipulated by the Illinois State Board of Education. The writing of this plan is required of all schools that do not make adequate yearly progress in one or more subgroups for two consecutive years as specified by NCLB.

This plan reflects the ongoing school improvement that already exists and is part of the continual process of analysis and evaluation of curriculum, instruction, and learning done by our school improvement team. Throughout the document Glenbrook South's organizational goals provide the main focus of the improvement plan. The goals are listed below.

> Glenbrook South High School will maximize student learning by continually improving curriculum and instruction through the implementation of administrative goals and action plans, faculty and staff goals, and focused professional learning that strengthens a culture of giving, receiving and acting on feedback.

> Curricular Goal
>> We will apply a backward-design model as curriculum is created or revised; we will embed the Review/Focus/Stretch College Readiness Standard levels in all courses; and we will ensure the vertical alignment of these standards across courses. Curriculum maps, the Educational Planning Process reports, active participation in curricular teams, observations, and systematically shared and analyzed results of common assessments that target student growth will be utilized to measure success.

> Instructional Goal
>> We will promote ongoing visible and meaningful student engagement that attends to the learning needs, skills and interests of all students. Teachers' use of research-informed instructional strategies that support our instructional norms, active participation in instructional teams, and observations will be utilized to measure success.

> As a result, by 2014 all students will improve at least one College Readiness Standard level, and 80% of students will improve at least two levels, which ultimately reflects an increase in complexity of thought and understanding.

Reports - Comprehensive Report

			Status
CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As part of our ongoing measure to improve student engagement at our school, our team developed these instructional norms: In order to continually maximize student learning, we understand that the successful implementation of instructional norms is dependent upon careful planning and preparation, maintaining an intellectually, emotionally, and physically safe environment, and making active professional contributions to the Glenbrook community. • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The emphasis on safety in the building is emphasized as an assumptive characteristic of our classroom and school. We have spent time during our professional learning mornings to reinforce this important idea with staff. We interviewed both staff and students, and also anonymously surveyed students to understand the current climate in the building. From this information, we built the professional learning activities for the year. These norms were communicated as part of a feature in the school newspaper, directly to parents via the Principal's Advisory Forum, and to staff through faculty meetings, department meetings, and professional development activities.

			Status
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012)	SS,SD	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation

Evidence that this indicator has been fully and effectively implemented:	We have weekly meetings that plan for staff development and address school issues. Our leadership team is headed by our principal and associate principals and includes our department chairs and several teachers. Our work is centered on the organizational goals developed by this team and other teachers.

			Status
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have all our meeting agendas and minutes saved to our network drive that are available to all members.

			Status
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018)	SS	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have two groups that both meet weekly. Our Administrative Council consists of the principal, associate principals, and assistant principals. This group provides broad leadership in areas of student services, activities, instruction, and discipline. It also is concerned with the operations and maintenance of the building. The Instructional Council consists of the principal, the associate principals, department chairs and a few teachers. The purpose of this group is specific to the areas of curriculum, instruction, and student services. It is from here that professional development is designed and led.

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)	SS	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have monthly faculty meeting and monthly department meetings to share information and we have a monthly faculty council that meets with the principal to share their insights and concerns about school matters.

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)	SS	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have annual data retreats with school staff examining the PSAE data, grades, course sequences, and discipline records. Department course teams meet periodically and use formative and summative assessment data to analyze the effectiveness of their instruction. Our Curriculum Review Teams meet regularly and use performance data to look at courses longitudinally over a five year period of time.

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal is part of the leadership team that examines data and uses it to create long-term and short-term goals for students and staff. The principal and two associate principals visit all classrooms through the course of the year to determine the implementation of the instructional norms.

			Status
IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The principal, as part of the Instructional Council, oversees the five-year curriculum review cycle and the leadership team works with department chairs to ensure that curriculum is implemented properly through the visiting of classrooms and the oversight of course teams. Glenbrook South High School fully adopted the Charlotte Danielson Model for Professional Practice.

			Status
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)	SP	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation

Evidence that this indicator has been fully and effectively implemented:	Each of our department chairs uses the Charlotte Danielson Model for Professional Practice to guide their evaluation work. Within this model there are indicators for teachers and chairs to discuss and use as a tool to determine needed professional development. Goals meetings are set up at the beginning of each year with each teacher using this framework to create and self-monitor their progress. Chairs also have ongoing conversations with each teacher about progress on the goal. Additional factors can be identified by the chair to guide professional development planning.

			Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	In Plan 0 of 6 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This is an ongoing process of aligning the College Readiness Standards and Common Core Standards to courses. We are in the process of aligning these standards vertically within levels(assuring that all standards are present to accommodate appropriate course rigor) and horizontally by year or grade level (assuring all standards are scaffolded to to allow for proper placement). This includes course teams identifying where standards will be taught and learned within course units. This process should be completed by the end of the 2012-2013 school year. Our course teams have begun using the backward design model for designing curriculum and will take these standards and develop unit plans for the next five years completing in the 2018-2019. Eac course will take approximately three years to complete and the entire curriculum will take five years. We codify all of this as well as other content matters within the curriculum maps for each course.	

Plan

1	Assigned To	Cameron Muir
		Within each department, all courses will be aligned vertically by identifying and embedding the review, focus and stretch standard levels

2	How it will look when fully met:	that scaffold the skills outlined in the College Readiness Standards. Curriculum maps which include essential questions, enduring understandings, units of study, types of assessments, activities, and standards (content and skill) will reflect the backward design model adopted by the school.
3	Target Date:	06/30/2019

4		Tasks							

1	Course teams will meet to develop essential questions, enduring understandings at the course and unit levels for review through 2019.								
	Assigned to	Cameron Muir		Start Date		End Date	06/30/2017	Timeline	
	Budget & Funding Sources($)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds		Other Funds	Total
		0	0	0	0	0		0	0
	Comments		Each team will complete this in the first year of their EPP cycle.						
	Task Completed								

2	Each department chair will provide professional development to all staff on the college readiness standards and how they apply to courses within the department.								
	Assigned to	Cameron Muir		Start Date		End Date	11/15/2013	Timeline	
	Budget & Funding Sources($)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds		Other Funds	Total
		0	0	0	0	0		0	0
	Comments		ISs will access resources through Cameron, if needed.						
	Task Completed								

	Departments will establish measurement tools that will assess the initial standing of each student with respect to the review, focus, and stretch standards within each course.								
	Assigned to	Cameron Muir		Start Date		End Date	11/15/2013	Timeline	
	Budget & Funding Sources($)								

3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0

Comments	Teachers and ISs may need professional development on designing of assessments and analysis of student performance data.
Task Completed	

Each department will develop a matrix of courses by standard levels within each course based upon the matrix established in task #1 that identify the areas for review, focus, and stretch.

Assigned to	Cameron Muir	Start Date		End Date	06/30/2013	Timeline	

Budget & Funding Sources($)							

4	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0

Comments	Be sure to have ongoing meetings regarding the progress of the departments.
Task Completed	

Each course team will review and develop activities that reflect the essential questions, enduring understandings, and assessments.

Assigned to	Cameron Muir	Start Date		End Date	06/30/2019	Timeline	

Budget & Funding Sources($)							

5	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0

Comments	This is completed in the final year of the EPP cycle.
Task Completed	

Each course team will meet to review existing assessments within each course based upon the matrix established in task #1 and develop new ones that reflect the enduring understandings and essential questions of the course.

Assigned to	Cameron Muir	Start Date		End Date	06/30/2018	Timeline	

Budget & Funding Sources($)							

6	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
	Comments			This will be completed in the second year of the EPP cycle.				
	Task Completed							

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	In Plan 0 of 1 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	We are in the process of vertically aligning our course sequences to the college readiness standards. This is part of our cycle of curriculum review that takes place over a five-year period of time. We are also in the beginning stages of identifying the essential questions for each course after which, course teams will begin to develop units of study that correspond to the college readiness standards. These will then be incorporated into our existing curriculum maps. Department chairs monitor the unit development and the implementation of the curriculum review process.	

Plan

1	Assigned To	Cameron Muir
2	How it will look when fully met:	We will have learning activities that are aligned to the enduring understandings, essential questions, and assessments developed by team members for each course.
3	Target Date:	06/30/2019

4		Tasks

| 1 | Once course teams have gone through the first two stages of the backward design process, they will agree upon and design activities that reflect the assessments, essential questions, and enduring understandings. |

Assigned to	Cameron Muir	Start Date		End Date	06/30/2019	Timeline	

Budget & Funding Sources($)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	This is the culminating stage for all teams completing the EPP cycle.
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have a school information system that warehouses the totality of student records that include demographic information, discipline and attendance records, student grades, and student testing information.

			Status
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Glenbrook South High School will maximize student learning by continually improving curriculum and instruction through the implementation of administrative goals and action plans, faculty and staff goals, and focused professional learning that strengthens a culture of giving, receiving and acting on feedback. Curricular Goal We will apply a backward-design model as curriculum is created or revised; we will embed the Review/Focus/Stretch College Readiness Standard levels in all courses; and we will ensure the vertical alignment of these standards across courses. Curriculum maps, the Educational Planning Process reports, active participation in curricular teams, observations, and systematically shared and analyzed results of common assessments that target student growth will be utilized to measure success. Instructional Goal We will promote ongoing visible and meaningful student engagement that attends to the learning needs, skills and interests of all students. Teachers' use of research-informed instructional strategies that support our instructional norms, active participation in instructional teams, and observations will be utilized to measure success. As a result, by 2014 all students will improve at least one College Readiness Standard level, and 80% of students will improve at least two levels, which ultimately reflects an increase in complexity of thought and understanding.

			Status
IID07	The Leadership Team monitors school-level student learning data. (1058)	SC,SS,SD	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The team regularly looks at formative assessment, EPAS information, item analysis of EPAS information, and progress monitoring data for students receiving interventions. We disaggregate the data so we can examine the performance of different subgroups. Once the information is examined, others are brought into the process to determine the causal factors and possible interventions to improve student achievement.

			Status
IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We have three Response to Intervention teams analyzing student data and progress on students that are below expectations in math and reading. These teams analyze the content-based measures as well as other probes to determine whether or not students will need interventions. There is also problem-solving team that uses this data to help determine whether students need interventions in the social-emotional arena. Course teams within departments are coordinating efforts around formative assessments. This information is used to adjust instruction and monitor progress of students. College Readiness data is also used within these course teams to prioritize the standards on which to focus. Each year instructional leaders participate in a data retreat sponsored by North Cook System of Support.

			Status
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation

Evidence that this indicator has been fully and effectively implemented:	Our five-year curriculum review process requires teams to develop or adjust current curriculum maps. These maps have embedded within them the college readiness standards, the content standards and the essential questions to be addressed within the course. There are common assessments throughout the year to be administered by the teacher of each section. All teachers are aware of the instructional norms that are expected within the school and receive staff training on the strategies associated with them.

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers employ a variety of methods to assess proficiency. These include short response, short essay, short papers, term papers, projects, short quizzes, unit exams, common final exams and formative assessments. Each teacher will use more than one method within the same course and often within the same exam. Teachers maintain these records in an electronic grade book that is available for students and parents to see.

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)	SP,RTI,ELL	Status In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:		We have allocated FTE resources to provide our faculty with ongoing and job-embedded professional learning related to differentiated instruction. Our instructional coaches with teachers design learning activities that meet the needs of all students.

Plan

1	Assigned To	Sharon Sheehan
2	How it will look when fully met:	Student assignments will reflect differentiation based on skill level, interest, prior knowledge, and performance on pre-test and formative assessment data.
3	Target Date:	06/30/2017

4		Tasks

1

The instructional coaches will offer a robust curriculum of course offerings for teachers on differentiated instructional strategies.

Assigned to	Sharon Sheehan	Start Date		End Date	06/30/2017	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments		Currently these include "Tier I Imports" and "Friday Features."

Task Completed

2

The school has developed a set of instructional norms that focus on instructional strategies teachers can employ in their classrooms. The staff development on these norms will continue for the next two years in a formal manner, and then proceed through one-on-one interaction with our instructional coaches.

Assigned to	Cameron Muir	Start Date		End Date	06/30/2014	Timeline	

Budget & Funding Sources($)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments	We will use late arrival mornings and institute days to achieve this task initially.
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

			Status
IIIA35	Students are engaged and on task. (1161)	SP	Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model. Self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)	SC,SP,ELL	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Students receive report cards and progress reports formally at least four times per year. There is also a parent/student portal/website that gives up to date progress on how students are meeting the expectations of the course. Each year parents receive information on where their student is in relation to the College Readiness Standards.

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model. Self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. Our Board of Education also establishes policies related to teacher expectations and our teacher contract also conveys teacher responsibilities. The Danielson Framework for Professional Practice also provides teachers with expectations and responsibilities.

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. It is available to personnel via website and departmental copies.

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Parent nights that target specific subgroup populations are planned throughout the school year. Beginning in the early fall, all parents are invited to an open house where they visit each of their student's classrooms and see the teacher of the class. Later there are parent conferences where parents meet with each of their student's teachers to discuss their student's progress. For incoming freshman parents, we have curriculum and activity nights that introduce parents to the school and opportunities available. Our principal also has a parent advisory forum where he presents topics and issues that the administrative team seeks advice on. This is also the opportunity for parents to bring up topics that they feel need to be addressed. These groups meet four times per year with the principal and other administrators. In addition, there are general meetings open to all parents in which presentations occur.

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	Status Full Implementation 12/18/2012

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The teacher of each classroom sets the expectations of their students. This is done though classroom information portal and course syllabus. Communication of expectations also takes place at open house and conferences.