

Greenland High School 2018-2019 School Improvement Plan

Mission and Goals

Our Vision - A vision is a statement that portrays your organization in its ideal form.

GHS will have a peaceful, productive, and professional learning environment that meets the academic, social, and developmental needs of all students.

Our Mission - A Mission clearly states the purpose of the district or school.

GHS will build relationships with all students and provide opportunities to develop skills in communication, critical thinking, and problem solving in order to be successful, self-sufficient citizens.

Our Goals - Goals are student focused and based on an analysis of students' needs.

Increase student achievement and growth in literacy and math through standards based instruction and tiered intervention programs.

Students are:

- College & Career Ready
- Provided Real-World Applications
- Knowledgeable in 21st Century Skills

Interventions and Practices to be Implemented - Considering your Mission and Goals as well as the review of important data sources, the Leadership Team now selects evidence-based interventions and practices on which it will focus its work in the coming months.

Description of Intervention/Practice to be Implemented			
Teachers will implement reading interventions for students based on identified needs.			
Action(s)	Description	Assigned To	Completion Date
1	Critical reading courses will be implemented for 9th - 11th grade students to improve reading comprehension. Students will be identified for these courses through screening conducted by the literacy specialist through a variety of measures outlined in action 3. Students will have a daily Greek/Latin root Orton-Gillingham based 3-part drill as well as weekly Greek/Latin root based vocabulary, oral language comprehension activities, and content integration reading and writing.	Taylor Hollowell Steven Fein Jeni Samuelsen	May 2019
2	Reading Lab classes will be implemented with students with greater deficits in literacy to help students improve in both accuracy and rate of reading using a comprehensive literacy intervention. Students will be identified for these courses through screening conducted by the literacy specialist through a variety of measures outlined in action 3. Students will have daily instruction in the Language! Curriculum which includes explicit, systematic, multisensory instruction in phonemic awareness, phonics, grammar, spelling, comprehension, and writing.	Cherie Stump Kim Ridenoure Jeni Samuelsen Steven Fein	May 2019

3	The Literacy Specialist will screen 8th-10th graders for Critical Reading and Reading Lab placement for the 2018-19 school year using the following assessment tools. 1. Needs support or Close (Red/Yellow) in ACT Aspire Summative 2. Needs support or Close (Red/Yellow) in ACT Aspire Interim 3. Rasinski's Oral Reading Fluency with Comprehension check 4. Developmental Spelling Assessment 5. Core Phoneme Deletion Assessment	Jeni Samuelsen Steven Fein	Spring of each year
4	Transitions English courses will be implemented for 12th grade students to improve reading comprehension. Students who scored below a 19 on their 11th grade ACT scores will be placed in the class. Students will receive daily instruction in content integration reading and writing as well as oral language comprehension activities through the SREB curriculum provided by the Arkansas Department of Education.	Taylor Hollowell Lauren Boatright Steven Fein Jeni Samuelsen	May 2019
Professional Development and Resources Needed			
1	August 2, 2018 Training in Language! For Reading Lab instructors		
2	August 3, 2018 Training in Greek/Latin Roots, Comprehension techniques for Critical Reading instructors.		
3	Training in CARI for all English, Critical Reading, and Reading Lab instructors.		
Evaluation		Assigned To	Completion Date"
1	Critical Reading: Rasinski's Oral Reading Fluency with comprehension check 3 times a year. All students will increase on the comprehension section of the Rasinski's Oral Reading Fluency assessment for the corresponding grade level.	Taylor Hollowell Steven Fein Jeni Samuelsen	May 2019

2	Reading Lab: DIBELS Content Area Reading Indicators (CARI) 3 times a year. Language! Progress indicators administered following the completion of each unit: Test of Silent Word Reading Fluency (TSWRF), Degrees of Reading Power Reading Test (DRP), and Spelling Inventory. All students will increase on the Oral Reading Fluency (ORF) measure of the CARI. All students will increase on the Language! Progress indicators.	Kim Ridenoure Cheri Stump Steven Fein Jeni Samuelsen	May 2019
3	Transitions English: 9-12 grade MAZE assessment from the Florida Center for Reading Research 4 times a year. All students will increase in vocabulary and reading comprehension as measured by the 9-12 MAZE.	Lauren Boatright Taylor Hollowell Steven Fein Jeni Samuelsen	May 2019

Description of Intervention/Practice to be Implemented			
Professional Learning Communities ~ Implement a system wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.			
Action(s)	Description	Assigned To	Completion Date
1	Teachers will meet bi-monthly in their assigned PLCs in order to plan and implement best practices to help improve student achievement. PLC group goals will be established within teachers TESS/professional growth plans.	Steven Fein Jeni Samuelsen	May 2019
2	Peer collaboration building to building to observe effective PLC implementation and practice	Steven Fein	December 2018

3	Departmental Team Drive to document PLC team agendas and minutes as well as to share data and standards within the PLC and administration.	Steven Fein	August 2018
Professional Development and Resources Needed			
1	PLC Summer Institute July 2018		
2	PLC norms and expectations to staff during back to school PD		
3			
Evaluation		Assigned To	Completion Date
1	PLC Teamdrive agendas, minutes and data collection	Steven Fein and PLCs	May 2019
2	Indirect observations, PLC reflections and self/group evaluations	Steven Fein and PLCs	May 2019
3			

Description of Intervention/Practice to be Implemented			
Effective Instruction ~ Aligning Instruction with Standards Instructional teams develop standards-aligned units of instruction for each subject			
Action(s)	Description	Assigned To	Completion Date
1	Establish essential standards for each subject level	Steven Fein, Jeni Samuelson, and PLC's	Summer 2018 and ongoing

2	Develop objectives that are aligned with standards	Steven Fein, Jeni Samuelson, and PLC's	Summer 2018 and ongoing
3	Develop ACT Aspire prep tasks that align with standards	Steven Fein, Jeni Samuelson, and PLC's	Summer 2018 and ongoing
Professional Development and Resources Needed			
1	Curriculum Development Day per subject		
2	ACT Aspire development of goals and objectives		
3	PLC teams		
Evaluation		Assigned To	Completion Date
1	PLC team discussions and observations	Steven Fein, Jeni Samuelson, and PLC's	May 2019
2	Indirect observations	Steven Fein, Jeni Samuelson, and PLC's	May 2019
3	Data collection	Steven Fein, Jeni Samuelson, and PLC's	May 2019

School board approved on June 21, 2018.