

Mt. Diablo Unified School District Restructuring/Transformation Model Plan
Glenbrook Middle School

Restructuring/turnaround (Transformation) Strategies Worksheet

Essential Program Components (EPC)	Activity #1	Activity #2	Activity #3	Activity #4
<p>Student Achievement Goal/Target: NCLB goals are for 52.3% of our students to be proficient in RLA and 32.2% proficient in Math by June, 2011. API target is to pass 700 with all subgroups meeting growth targets and Safe Harbor targets.</p>				
<p>Instructional Materials and Program: EPC 1 This year, we fully implemented the District's adoption of <i>National Geographic Inside</i> for our English Language Development (ELD) program. Staff worked with District personnel to develop pacing guides. Glenbrook has used <i>SRA Reach</i> for our intensive Reading Language Arts (RLA) intervention program. We continued the use of <i>Reading Plus</i> for strategic students as well as those very few targeted 8th grade students as determined through teacher recommendations and multiple measures such as grades, CST, and benchmark assessments. For Mathematics, Glenbrook uses the district adopted the <i>Holt</i> series and follows the district adopted Pacing Guide. Common assessments, a midterm, and final are part of the pacing guide and data used to inform instruction. Intensive instruction and strategic support are provided through <i>Academic Intervention for Math Success</i> (AIMS) classes at each level. Materials used are the <i>Holt</i> ancillary, <i>My Skills Tutor</i>, <i>Mastery Standards</i> materials, and <i>California Standards Test</i> (CST) release questions.</p>	<p>Full time reading specialist will attend <i>Read 180</i> program training this summer. <i>Read 180</i> will be fully implemented with fidelity and students placed appropriately in <i>Response To Intervention</i> (RTI), Tier 3: Intensive using multiple measures such as grades, CST, and benchmark assessments.</p>	<p><i>Academic Intervention for Math Success</i> (AIMS) classes will utilize <i>Board Math</i> for 15-20 minutes a period every day. AIMS teachers will be trained in <i>Board Math</i>.</p>	<p>Staff will receive additional professional development on Response to Intervention (RTI) and GMS will implement a Learning Center that is used for academic instruction. This room will contain individual spaces, computers, and group spaces and will be operated by Resource and special education teachers. Students will be referred to the learning center by teachers/staff.</p>	<p>Professional development on <i>National Geographic Inside</i> for all RLA teachers who teach Reading or ELD classes will be provided.</p>

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<p>Instructional Time: EPC 2</p> <p>GMS just adopted a new bell schedule for the 2010-2011 school year. The schedule is a 6 period day schedule with 4 minute passing periods that includes two days a week of a 19 minute Advisory period (M/F). Advisory is a period where teachers provide academic support and goal setting while addressing individual students' needs. Advisory is also a time to teach students life skills, (like bullying, decision making, and peer pressure), study skills, and involvement in community service projects. The standard 6 periods are 52 minutes long on Advisory days. Wednesday is a shortened day, with 6 periods that are 44 minutes long. The remaining two days (T/Th) are standard 6 period days that contain 56 minutes per period. This schedule reduces the Advisory period from 4 days a week to 2 days a week, increasing the periods by 4 minutes on the 2 non-Advisory days.</p> <p>Students needing strategic support in reading are given a daily reading period that uses ancillary materials and SBE adopted <i>National Geographic Inside: Language, Literacy, and Content</i>.</p> <p>Students requiring ELD 1 or 2 are scheduled into a 3 period block consisting of Reading, English, and Social Studies all focusing on the use of English, fluency, and academic language. Students in levels ELD 3 or 4 are provided one period of ELD class in lieu of their elective. Materials used are the State Board of Education (SBE) and district adopted <i>National Geographic Inside: Language, Literacy, and Content</i>.</p> <p>Students requiring Intensive RLA support are scheduled into a 2 period block. In 6th grade <i>SRA Reach</i> is used as the intensive intervention program and in 7th and 8th grades <i>Read 180</i> is being implemented.</p>	<p>Establish a 4 week summer school program for strategic, intensive, and ELD students that utilizes the <i>READ 180</i> program, <i>National Geographic Inside</i>, and emphasizes fluency, written and oral language development for RLA. The summer program will also use <i>My Skills Tutor</i> and ancillary materials for Math, including <i>Board Math</i>. Additionally, as part of the summer program offer enrichment classes/electives will be offered for students who want to take classes.</p>	<p>Teacher supervised study and tutoring provided by a credentialed teacher before school, during lunch, and after school to ensure all students has multiple opportunities to learn.</p>	<p>Establish within the After School Program (ASP) intervention classes taught by credentialed teachers in RLA and Math, enrichment classes that are electives that support experiential learning, and study/computer skills. These would all be 43 minute classes available 4 days a week and students would take 2 classes per day after school.</p>	<p>Hire a Librarian to staff the library from 7:30am-3:30pm every day. The library would be open at lunch for all students. Adding 8 more computers in the library will increase the total student computers to 20.</p>
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<p>Students needing strategic math support are concurrently enrolled in AIMS 6, AIMS I, or AIMS II while they are taking the appropriately leveled math class.</p>				
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<p>Lesson Planning/Pacing Guide: EPC 3</p> <p>GMS has collaborative teams that follow common pacing guides, use common assessments, analyze student achievement data, and use that to inform instruction.</p> <p>The master schedule for the 2010-2011 school year includes common prep periods for grade level teams to ensure teachers have common lesson planning, common assessments, and data analysis of student work to improve instruction.</p> <p>Additionally, the master schedule includes AIMS, <i>Read 180</i>, Reading, and ELD support classes offered during the same periods to support the fluidity of students moving levels and in and out of support classes when necessary.</p>	<p>Teachers will collaborate over the summer to create common pacing guides and for lesson planning for the 2010-2011 school year as well as lesson planning for the year. Additionally, all teachers will participate in training for creating weekly lesson plans starting May, 2010. Lesson plans will include <i>Explicit Direct Instruction</i> (EDI) strategies to further student engagement.</p>	<p>Teachers will participate in curriculum alignment and calibration activities to ensure standards based teaching that is on grade level during the professional development days prior to the start of school.</p>	<p>Teachers will collaborate over the summer by grade levels to develop project based activities and experiential learning activities that are tied to grade level standards that enrich the core curriculum.</p>	<p>Continue to develop the capacity of staff to analyze all levels of data through the use of a full time data coach to inform pacing and planning.</p>
<p>Administrative Training: EPC 4</p> <p>The principal has completed all components of the AB75/430 training.</p> <p>Principal currently has a principal coach, Vivian Boyd as well as a mentor principal, Denise Rugani.</p> <p>Additionally, Administration will be trained in EDI starting in May, 2010, <i>Fred Jones</i>, this summer and has participated in Professional Learning Communities (PLC) trainings by the DuFour's, and has benefitted from the support of our Consulting Educator and Turnaround Specialist Barbara Granicher.</p>	<p>Contract with our Turnaround Specialist, Barbara Granicher for the 2010-2011 school year for continued support of best instructional practice, data-based decision making including the use of student achievement data to adjust instruction and school leadership strategies.</p>	<p>Principal will attend the <i>Fred Jones</i> summer training along with teacher leaders.</p>	<p>Arrange and participate in professional development targeted to English Learners including the evaluation of effective targeted EL instruction at Stanford Leadership Institute in June.</p>	<p>EDI training in May and the EL component of EDI in the fall of 2010 for all teachers.</p>

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<p>Highly Qualified Teachers and Professional Development: EPC 5</p> <p>All teachers at GMS are NCLB compliant. For the 2010-2011 school year GMS will ensure all teachers are Highly Qualified and fully credentialed.</p> <p>All teachers are trained in <i>Fred Jones</i> strategies. Math teachers have gone to 5 full days of Phil Gonsalves where they have learned to differentiate math instruction and developed engagement strategies this current year. Teachers also have attended <i>Holt</i> training for the new math adoption. ELD teachers have participated in training for <i>National Geographic Inside</i> curriculum.</p>	<p>All teachers will participate in the <i>Fred Jones</i> strategies refresher training, and any new staff will be trained. All teachers will complete 2 days of professional development prior to school starting which will focus on lesson planning and instructional strategies.</p>	<p>A team of teacher leaders and administrators will participate in EDI training in May, and attend the EDI/ELD component in the fall of 2010.</p>	<p>Math teachers teaching AIMS classes will participate in <i>Board Math</i> training.</p>	<p><i>Read 180</i> teachers will participate in summer training along with school administration to enable the <i>Read 180</i> program to be taught with fidelity.</p>
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<p>Ongoing Instructional Assistance and Support: EPC 6</p> <p>GMS currently has a teacher on assignment for 1 period a day who acts as a data coach and facilitator of data for grade level teams, departments, and individual teachers. This past year all Math teachers have participated in ongoing Professional Development through the Alameda County Office of Education and Phil Gonsalves, Math Consultant.</p> <p>GMS currently has the privilege of working with the Riverside County Achievement Team (RCAT) who routinely participates in classroom observations, providing feedback to administration and teachers. This activity, combined with looking at student data, allows them to make informed suggestions on best practices.</p> <p>Glenbrook currently utilizes Barbara Granicher, an external entity to support instruction, administration, Leadership Team, AGT, and to guide individual and groups of teachers with best practices strategies, mentoring, and coaching to promote rigorous and engaging instruction.</p> <p>Project Seed was utilized for 12 weeks this past year in 6th grade AIMS and 7th grade AIMS. The Project Seed teacher mentored Glenbrook’s current math teachers in strategies for teaching math as well as provided math content support.</p> <p>Glenbrook contracted with Phyllis Goldsmith, Literacy Coach based out of UC Berkeley to support professional development in Reading Language Arts (RLA). Ms. Goldsmith additionally provided coaching for individual teachers on several dates throughout the year.</p>	<p>Provide professional development to increase the capacity for EDI implementation. Extend work utilizing the Professional Learning Community (PLC) model with collaborative teams using data to inform instruction. Substantially work on instruction targeted to specific English Learners that includes full analysis of California English Language Development Test (CELDT) data and explicit academic expectations and achievement.</p> <p>Intensify implementation of ELD that includes Academic Language Development for all students to be imbedded in daily practice in every classroom.</p>	<p>Contract with Phil Gonsalves to provide on site observation and coaching support for all Math teachers two days a month.</p>	<p>Contract with Phyllis Goldsmith for RLA coaching and professional development two days a month.</p> <p>Contract with Aida Walqui for EL professional development surrounding <i>Quality Teaching for English Learners (QTEL)</i>.</p>	<p>Hire a full time Math coach and RLA coach to support teachers in the core and support classes. Hire a full time data coach to support the professional development, analysis, and collection of data for the purpose of informing instruction and to train staff in data management and analysis.</p>
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<p>Student Achievement Monitoring Systems: EPC 7 GMS staff over the last 2 years has participated in the use of data to inform instruction. This has included departmental analysis, facilitation in collaborative teams, and the use of the Edu-soft student achievement monitoring system. The District Progress Assessment is given at least 3 times a year to inform instruction and quarterly pacing guides. Common formative assessments are analyzed for errors and strengths to inform the following week's lessons. Student work is also analyzed and used to target needed focus areas. In addition, real time data gathering is used in the form of ongoing checking for understanding.</p>	<p>Purchase <i>Curriculum Associates</i> common benchmark assessment materials for each student. Give all four tests with the first being the basis from which the rest will build. Expand the use of Edu-soft by all teachers, build capacity of teachers in analyzing of data, and regularly review the wealth of data available on student achievement in order to adjust/inform instruction as needed.</p>	<p>Assignment log that is standard focused will be required for every student. This log will be student goal driven and centered on mastery of standards.</p>	<p>Hire a full time data coach to ensure that data is utilized in all facets of student learning to inform instruction and ensure student learning.</p>	<p>Continue to build capacity amongst staff through the elements of PLCs to inform instruction and enhance student engagement and core instruction.</p>
<p>Regular Teacher Collaboration: EPC 8 GMS staff work within the PLC model and departments meet monthly to review student achievement data, establish pacing guides, and discuss instructional strategies. Grade levels meet monthly to analyze individual student achievement data and establish intervention and support plans. Collaborative teams meet monthly do review student data, and participate in professional development. Meetings are facilitated by department chairs, teacher leaders, administration, coaches and rotating facilitators. All meetings follow a formalized protocol which includes: outcomes, note taking, and next steps. The next step portion of the protocol is used to plan the following meeting.</p>	<p>Collaboration will continue and will expand the use of data to target instruction and planning that result in rigorous and bell to bell instruction and EDI lesson plans can be reviewed and discussed.</p>	<p>Common preparatory periods will be utilized for teachers in grade level teams to analyze and identify student data to inform instruction and work within the RTI model to prevent individual students from slipping through the cracks.</p>	<p>RLA professional development will take place with Phyllis Goldsmith with a focus on writing, vocabulary, and teaching strategies focused on ALL learners including EL students. Time will be provided monthly for meeting with the coach and for individual coaching.</p>	<p>Math teachers will participate in on-going professional development with Phil Gonsalves as well as the Math coach on site to ensure ALL students are acquiring the basic skills necessary for mastery of the standards. Time will be provided monthly for meeting with the coach.</p>

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<p>Fiscal Support: EPC 9 Current budget levels will be maintained including Title I, ARRA, and EIA. Coaches, turnaround specialist, summer school, and After School Program pay for teachers, will come out of the School Improvement Grant (SIG).</p>	<p>Human resources such as coaches, turnaround specialist, data coach, and the Librarian will be paid for out of Title I, ARRA, and SIG.</p>			
<p>Other Areas</p>				
<p>Environment Conducive to Learning GMS utilizes the <i>Fred Jones</i> student management strategies as a means for ensuring consistency, structure, a positive learning environment, and student safety. GMS instituted a uniform last school year and has witnessed a dramatic decrease in student discipline, gang issues, and general dress code challenges. GMS has a strong family and student support program that is facilitated through our Coordinated Care Team. This team is chaired by our Student Services Coordinator (SSC) and includes our parent liaison, school psychologist, After School Program coordinator, Masters in Social Work (MSW) and Marriage Family Therapy (MFT) interns, and representatives from Project Success, Fred Finch (counseling), and John F. Kennedy University. Packages of support are created that include academic interventions, mentoring, counseling, ASP, and linkages to community resources for the families. Rewards and Recognition programs that include Renaissance, ABCs, honor roll, awards ceremonies, student of the month, ice cream parties. GMS holds a Carnival every spring, has a multi-cultural celebration each year, and holds a Science Fair</p>	<p>Create opportunities beyond the instructional day that broaden and enrich the experiences of our students. These may include: field trips, service learning, experiential learning, athletics, and clubs.</p>	<p>Incorporate the program <i>Where Everybody Belongs</i> (WEB) to build community and reduce incidents of bullying.</p>	<p>Start a student Conflict Managers program with training starting this May. A peer tutoring program will also be instituted.</p>	<p>Hire an additional psychologist intern 4 days a week to provide counseling, and to complete assessments and diagnostics. Additionally, ensure that the full time Fred Finch counselor support continues at GMS.</p>

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<p>Parent Involvement</p> <p>GMS has an open door policy that invites parents in at any time. We provide support through our Care Team, Student Success Teams (SSTs), Fred Finch, and linkages to community agencies. We hold the Carnival, Science Fair, and multi-cultural events to promote parent involvement.</p> <p>Strong community participation in events like Beautiful Day encourages parent/school partnerships.</p>	<p>Provide more on campus student focused events. Provide community services or activities to bring people to campus, such as community dinners, parent education nights, crab feed, spaghetti dinner, and parent/student dance nights.</p>	<p>Signed compact of Volunteerism of hourly or materially for parents/guardians. Parents will conduct a study focused on school nutrition, the impact on our students and the food products offered to them. They will collaborate with the students on the <i>Project Citizen</i> team who are also working on improving food options in the cafeteria.</p>	<p>Hire an additional bi-lingual Parent Liaison (P/T) to have more communication with parents, provide community outreach, and to coordinate additional parent events.</p>	<p>A focus on increasing the participation of parents on ELAC, SSC, and PTSA committees at GMS with the goal of more parent involvement.</p>
<p>How will you evaluate the strategies effectiveness (evaluation plan)?</p>	<p>Ongoing presentation and analysis of multiple data sources including API, AYP, EL, Benchmark assessments, <i>Curriculum Associate</i>, common assessments, quarterly grade analysis, Care Team list and feedback from stakeholders including Site Council, PTSA, ELAC, and Leadership Team.</p>	<p>Submission of weekly lesson plans to the principal. Principal will spend 30% of his time each week principal time in conducting classroom observations. Agendas, minutes, as well as other evidence, will be used as documentation of work conducted during Department, Grade level, Leadership, and Staff Meetings.</p>	<p>Alternative Governance Team (AGT) to review all data and documentation regularly.</p>	<p>Turnaround specialist through site visits, classroom observations, documentation analysis, and participation in meetings will provide feedback on GMS's progress towards meeting plan goals.</p>

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<p>How much will it cost to implement the strategy and what resources (human and fiscal) will be used? <i>Be as detailed as possible with actual projected costs.</i></p>				
<p>What support will be needed from the District?</p>	<p>Curriculum specialists and teaching strategy specialists will be needed for consulting.</p>	<p>Professional development and ongoing facilitation of best practices.</p>	<p>Technical support for data systems, technology such as Smart Boards, Elmos, Edu-soft and Aeries.</p>	<p>Personnel support in maintaining, hiring, and releasing teachers and staff at my site.</p>