

# GLENBROOK MIDDLE SCHOOL

# RESTRUCTURING



## PLAN



May 2010

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## Introduction

Glenbrook Middle School (GMS) was established in 1955 and is situated in Concord, CA. GMS serves a community that includes mostly single residence homes, apartment complexes, and includes primarily working class families. GMS has three elementary feeder schools; two schools within walking distance, one located across town from which students must travel via two public busses to get to GMS. Current total enrollment is 540. Glenbrook's demographic breakdown is as follows: 65.9% Hispanic, 18.1% White, 6% African American, 2.7% Asian, 7.3% other. GMS has a total enrollment of 540, 203 English Learners, of which 188 are Spanish speaking.

GMS entered Program Improvement (PI) status five years ago and has worked diligently since to raise the school's status. We began a process of change two years ago with the implementation of Fred Jones strategies, a focus on data driven dialogues, Professional Learning Communities (PLCs), and utilizing the expertise of external entities (Barbara Granicher, Alameda County Office of Education) and groups like Riverside County Achievement Team (RCAT). Over the last two years, GMS gained 48 points on the Academic Performance Index (API) and has seen a decrease in incidents of discipline, suspension, and expulsion. This year staff has focused on student engagement and data driven dialogue. Teachers increased rigorous instruction to ensure that research based strategies are utilized for all students' learning.

This past year GMS hired a new principal and the focus has been on improving core instruction and truly analyzing data to improve student learning. GMS has intensified its focus on student engagement and teaching strategies that will elicit standards-based learning for all students. GMS was added to the Persistently Low Achieving (PLA) list this year and we have adopted the transformation model for turning around Glenbrook Middle School.

Starting in March 2010, Glenbrook's Leadership Team began the process of analyzing the needs for GMS based on student assessment data, discipline data, and teacher input. In the month of April the Leadership Team made up of department chairs and teacher leaders, and administration, Parent Teacher Student Association (PTSA), Site Council, and staff worked together to draft a transformational plan for GMS to address student achievement. All groups of stakeholders have shared in the responsibility and ownership for formulating and reviewing the research-based best practices necessary to move GMS forward. The Leadership Team, administrative team, external entities, and district have worked together to formulate a plan that includes prioritization of goals to improve direct instruction, student engagement, and services offered for all students which will improve student achievement.

We have found through feedback and data from students, parents, teachers/staff, PTSA, Leadership Team, Alternative Governance Team (AGT), and Site Council that the focus for GMS needs to be on rigorous instruction, student engagement, experiential learning, and under the transformational plan, a focus on instructional program and strategies will

be continued and intensified. Professional development for staff, coaches hired, and common pacing/lesson planning will be utilized to ensure the instructional program is more rigorous, engaging, and standards based.

Needs analysis, program design and strategies aligned to the Nine Essential Program Components (EPCs) of schools are described in detail in the transformational plan.

GMS staff members acknowledge that our students deserve the best possible instructional programs and that it is our moral obligation to ensure their learning.

# Needs Analysis for Glenbrook Middle School

The needs of the students at Glenbrook Middle School (GMS) have been determined using multiple indicators of student success. GMS utilizes standardized tests, benchmark assessments, standards-based grade analysis, attendance rates, discipline data, and individual student needs/goals. This past year, data analysis and data driven dialogue was integrated across grade levels, academic department meetings, whole school staff meetings, School Site Council (SCC), Alternative Governance Team (AGT), Leadership Team meetings, and Professional Learning Communities (PLCs).

GMS has selected the Transformation model for the following reasons:

## **This model requires developing and increasing teacher and school leader effectiveness:**

- 1) Replace the principal: the principal was replaced in July of 2009.
- 2) Use rigorous, transparent and equitable evaluation systems for teachers and principals: currently teacher evaluations include: teacher interviews, observations of teacher instruction, student data results from common assessments, evidence of teacher planning and implementation, syllabi utilized by teachers, and alignment to the six teaching standards.  
Evaluations of administrators are grounded in the vision of the school and based on the goals developed by the administrative team. Principal evaluation is conducted by the Associate Superintendent based on mutual goal setting, observations, and self reflection.
- 3) Identify and reward school leaders, teachers, and other staff: letters of appreciation, luncheons, staff appreciation week, staff recognition at school events, and stipends for leadership positions (i.e. department chairs). Individuals hold leadership positions based on their knowledge, interpersonal relationships with others, and capacity to excel.
- 4) Provide instructional staff ongoing, high-quality, job embedded professional development: staff has been provided coaching, Fred Jones training, PLC training, Project Seed, Phyllis Goldsmith—RLA specialist/coach, and external entity coaching and professional development.
- 5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to promote the needs of students in this model: currently teachers receive extra pay for after school study and tutoring, interning in the main office by prospective administrators, TGIF, Leadership Retreat, dinners, luncheons, and team building activities such as; bowling, golf, TGIFs, and barbequing.

## **This model also requires comprehensive instructional reform strategies including:**

- 1) Instructional program that is research based and vertically aligned: current curriculum is SBE approved and interventions are Board approved and pacing guides and curriculum are aligned to the standards. California standards are research-based and vertically aligned and curriculum calibration will ensure this.
- 2) Continuous use of student data to inform and differentiate instruction: currently we have collaboration times four times a month, common/summative assessments, pacing guides, Fred Jones training, utilizing Reading Plus, My Skills Tutor as technology based interventions, and grade level articulation with feeder schools by grade levels.

**This model also requires increasing learning time and creating community oriented schools:**

- 1) Establish schedules and strategies that provide increased learning time: currently we have Tutorial and Study Hall after school that extend the school day for students who attend. Currently there is a 19 minute Advisory period four days a week.
- 2) Provide ongoing mechanisms for family and community engagement: currently we have a Carnival, Tech Bridge, movie nights, Beautiful Day, Tesoro Slough Cleanup days, and traditional Back to School Night, Open House, Community Dinner, and music programs.

**This model also includes providing operational flexibility and sustained support:**

- 1) Giving the school sufficient operational flexibility: currently the school is given a large amount of flexibility to operate as we have an Alternative Governance Team (AGT) who operates as the school's governance.
- 2) Ensures that the school receives ongoing, intensive technical assistance: GMS currently receives support from the LEA through the DSLT, Riverside County Achievement Team (RCAT), and our external entity, Barbara Granicher.

Enrollment at Glenbrook for the 2009-2010 school year is 540. Daily student attendance rates for the past several years have been at 94%.

GMS has a total enrollment of 540, 203 English Learners, of which 188 are Spanish speaking. GMS demographics are as follows:

- 65.9% Hispanic
- 18.1% White
- 6% African American
- 2.7% Asian
- 7.3% Other

## API and AYP Growth

	API Growth Point	API Growth Point	API Growth Point	API Growth	API Growth	API Growth
	2006- 2007	2007- 2008	2008- 2009	2007	2008	2009
<b>Overall</b>	4	25	23	599	624	649
<b>African American</b>						
<b>Asian</b>						
<b>Filipino</b>						
<b>Hispanic</b>	10	21	39	568	569	628
<b>Pacific Islander</b>						
<b>White</b>	1	26	-11	672	698	696
<b>SED</b>	11	23	23	577	600	625
<b>English Learner</b>	11	7	58	546	553	611
<b>SWD</b>						

	AYP ELA Proficient Rate		
	2007	2008	2009
<b>Overall</b>	21	26	36.5
<b>African American</b>	17.5	26.1	44.4
<b>Asian</b>	21.4	42.9	38.5
<b>Filipino</b>	34.8	40	61.1
<b>Hispanic</b>	15.9	20.7	32.2
<b>Pacific Islander</b>	11.1	10	5.6
<b>White</b>	36	40.5	50.6
<b>SED</b>	16.6	21	32.3
<b>English Learner</b>	11.1	10.6	27
<b>SWD</b>	3.6	7.5	25

	AYP Mathematics Proficient Rate		
	2007	2008	2009
<b>Overall</b>	13.6	17	9.6
<b>African American</b>	8.8	8.7	6.9
<b>Asian</b>	28.6	28.6	7.7
<b>Filipino</b>	21.7	40	27.8
<b>Hispanic</b>	11.6	15.8	6.9
<b>Pacific Islander</b>	3.7	10	0
<b>White</b>	20.4	19.8	18.7
<b>SED</b>	11.8	14.2	6.1
<b>English Learner</b>	8.7	9.7	6.1
<b>SWD</b>	2.4	6.3	5.5

Current number of students in advanced classes are as follows:

- 15 eighth grade students taking high school Geometry
- 19 seventh grade students taking Algebra
- 29 sixth grade students taking Pre-Algebra
- GATE students: 6<sup>th</sup>=14, 7<sup>th</sup>=12, 8<sup>th</sup>=10 who attend advanced classes
- Advanced 8<sup>th</sup> grade English/US History = 33 students

This model was selected because GMS has spent the last two years starting a transformation process with results of 48 API point gains. Based on our needs analysis, GMS has seen the Transformation model as the best option for our site. GMS has outlined the various strategies we will utilize to transform our school and increase student learning.



## **Documentation of Stakeholder Support**

March 15, 2010	Leadership Team Meeting
April 15, 2010	School Site Council (SSC)
April 19, 2010	Leadership Team Meeting
April 21, 2010	All staff meeting
April 21, 2010	Parent Teacher Student Association (PTSA)
April 28, 2010	All staff meeting including classified and auxiliary staff
May 5, 2010	All staff meeting
May 5, 2010	Alternative Governance Team (AGT)
May 6, 2010	English Language Acquisition Committee (ELAC)