



Executive Summary

John Glenn High School

Wayne-Westland Community School District

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Westland, MI 48185

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Demographics

Institution John Glenn High School

District Wayne/Westland Community Schools

Country United States

State Michigan

City Westland

Governance Public, non-charter

Setting Suburban

Type High School

Grades 09, 10, 11, & 12

Religious Denomination Not Applicable

Gender Coed

Enrollment 1858

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Narrative:

The cities of Wayne and Westland, Michigan are home to the Wayne/Westland Community School District. John Glenn High School is one of two high schools serving our communities. John Glenn High School is located in the heart of the city of Westland. We service a community of 84,768 citizens and 1858 students.

The city of Westland is approximately 20.45 miles in area. The city is based on wholesome family values with a strong automotive industry supporting the city's work force and economic challenges. Westland is home to over 35,886 households and families with a median income

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of approximately \$45,496. The median age of Westland residents is 38 with the largest percentage being between the ages of 25 to 45 years.

The following data describes important characteristics of the community of Westland:

Household Characteristics:

Number of Households 36,283

Two parent homes with children under 18 29.6%

Married households 37.5%

Single mother/female households 16.4%

Single father/male households 5.4%

Average household size 2.31 Average family size 2.98

Education:

Adults 25 or older with a college education or above 23.4%

Adults with high school diplomas 37.5%

Adults without a high school diploma 13.6%

Ethnicity Data:

Caucasian 73.5%

African American 17.1%

Hispanic 3.8%

US Citizens 96.4%

The Wayne/Westland School District provides educational opportunities to approximately 12,600 students with programs from pre-K to 12th grade. The district services students from neighboring communities as well including Canton, Dearborn Heights, and Inkster. The Career Technical Center branches out to additional communities while providing trade skills and career based experiences, training, certification, and opportunities. Wayne-Westland residents have overwhelmingly supported our schools by passing a \$108 million Bond issue in 1998, a \$30 million "Sinking Fund" in 2003 and a \$27 million "Sinking Fund" in 2012. This support has transformed all of our buildings into 21st Century Schools which sustains educational excellence.

John Glenn High School services the community of Westland. The population is 1858 students' crossing over grades 9 through 12. The school provides extensive curriculum options and opportunities ranging from the Fine Arts to Advanced Placement classes to address the diverse needs and growing talents of all our students. In addition, John Glenn is a leader in college readiness programs to prepare students to compete in a Global Market; such programs include: Dual Enrollment Classes, Advanced Placement classes, ACT preparation workshops, and an on-campus partnership with Wayne County Community College (WCCC). John Glenn is proud to service a diverse population including:

58% Caucasian

35% African American

2% Asian

3% Hispanic

52% Economically Disadvantaged

13% Students with disabilities

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1 % Limited English Proficient

The districts transient rate is high and economic stability of the community is low; both pose challenges as we strive to offer a rigorous and relevant curriculum to every student. The challenges increase attendance issues, lack of resources, including technology, and gaps in student achievement. In addition, budget restraints, as a result of state laws, has limited resources and experiences for both teachers to offer and students to utilize. John Glenn High School's staff and students also continue to work towards bridging the gaps between state averages and student achievement. Our goal as a building and district is to help all students reach and exceed the state proficiency level in all areas.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Narrative:

John Glenn High School prides itself on including all stakeholders in the process of developing and implementing the vision, mission, and beliefs of our educational community. We are committed to providing the necessary guidance to help our students mature into active, responsible, empowered participants in the greater society. This vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

I. Academic Excellence

- a. Challenge students to achieve at the highest levels by using an integrated curriculum that is aligned with federal and state standards.
- b. Promote intellectual curiosity, creative thinking, and challenge students to reach their individual potential.
- c. Provide enrichment opportunities such as: career and technical programs, internships, and advanced classes.
- d. Integrate technology as a means to achieve specific curricular outcomes.

II. Staff

- a. Support the school's mission, vision, values, and goals in attitude and action.
- b. Model the importance of life-long learning through their commitment to ongoing professional development.
- c. Are "Highly Qualified" as defined by the Wayne-Westland Community School district and established national standards.
- d. Collaborate to improve student learning and work to create conditions that promote student success.

III. Students

- a. Graduate from high school.
- b. Hold themselves accountable for their own learning as well as personal, educational, and social choices.
- c. Come to school prepared to learn every day and focus on being engaged throughout each academic period.
- d. Honor and abide by the Wayne-Westland Student Code of Conduct.
- e. Participate in extracurricular activities to promote growth beyond the classroom.
- f. Committed to being self-directed learners who are consistently prepared for the next level of education.
- g. Conduct themselves in a way that contributes to a safe and orderly atmosphere and ensure the rights of others.
- h. Meet or exceed performance standards on state assessments and college entrance exams.

IV. Parents/Guardian

- a. Involved and supportive of the school's vision, goals, and mission.
- b. Play an active role in the academic education and character development of the students.

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c. Monitor their student's academic performance and attendance.

V. Climate

- a. John Glenn staff will promote a safe, comfortable, and accepted school environment that facilitates academic excellence.
- b. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation.
- c. Acknowledges and celebrates the achievements of students and staff in learning and leadership.
- d. Members of the diverse John Glenn High School community are respectful to themselves, each other, and the school to create a positive learning environment.

VI. External Community Partnerships

- a. The external community supports the mission, vision, and goals for the school.
- b. The external community provides resources that assist the school in offering exemplary academic and co-curricular programs.
- c. The external community participates in the culture of the school by attending programs and volunteering services.

John Glenn Vision:

John Glenn High School will make a fundamental change in school culture by transitioning to a Professional Learning Community. Teachers will work in effective, high-performing collaborative teams focused on learning and student achievement with a results orientation. We will create an environment where Failure is Not an Option and all students will learn if we answer and act on these basic questions:

- What is it we expect students to learn?
- How do we know when they have learned it?
- How will we respond and what will we do when they don't learn?
- How will we enrich and extend the learning for those who are already proficient?

JGHS Mission Statement:

It is the primary mission of John Glenn High School staff, parents, and community to teach all students to become successful ROCKET (Respectful, Organized, Cooperative, Knowledgeable, Enthusiastic, Trustworthy) learners.

John Glenn continues to embody this mission and vision through multiple program offerings, enrichment opportunities, At-Risk programs, college readiness courses, and relationships with the community we serve. Some of the programs and opportunities include, but are not limited to: Dual enrollment courses, on-campus college courses through Wayne County Community College, weekly tutoring sessions, ACT preparation workshops, online courses, credit recovery courses, special education services and accommodations including co-taught core classes, building wide literacy support and initiatives, parent advisory committee, booster clubs, community partnerships with local businesses, extensive data analysis, continuous assessment reviews and improvements, and standard based curriculum and lesson planning.

Our expectations are communicated to students through daily learning targets and essential questions utilized in every classroom to guide instruction and learning. Vertical alignment fosters a continuous reinforcement of the district expectation to bridge gaps in instruction and

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learning to help every student reach state proficiency and mastery in all content areas. Professional learning communities allow staff to analyze data, share results, and revise assessments and planning in a collaborative. Lastly, rigor, relevance, and relationships continue to be the focus for instruction and learning.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Narrative:

John Glenn High School's notable achievements and areas of improvements for the last three years include, but are not limited to, implementing a non-fiction writing initiative school wide, a cross curricular literacy focus, a school wide behavior program/intervention, increased effectiveness in professional learning communities, and the implementation of best practices, common core state standards and new approaches to raising student achievement on both state and national assessments and individual student success. In addition, John Glenn prides itself in offering a comprehensive and competitive program focused on college readiness, advanced placement classes, dual enrollment and on-site direct college courses.

Literacy has been a priority at John Glenn High School for the last few years as we prepare students to be competitive in a global society and top candidates for the college of their choosing. We have implemented a school wide non-fiction writing initiative to increase writing across the curriculum, expose students to the skills needed to be successful on the Smarter Balanced assessment and other state and national assessments, and to improve the foundational skills, in both reading and writing, needed to excel in all content areas. The MME results have shown an increase in scores as a result. In addition, many teachers have implemented researched based SSR (Silent Sustained Reading) across the curriculum to promote the importance of reading and improve vocabulary and comprehension.

The Positive Behavior Support (PBS) program has been a significant part of the John Glenn culture. The behavior system rewards students for modeling good choices and good behavior. The program teaches positive behavioral procedures, choices, and expectations. There is a reward system for modeling expected behaviors based on the potential to earn rocket bucks, a pseudo currency that allows students the opportunity to purchase gift cards, snacks, raffle tickets, and privileges, for exemplifying good choices and behavior. The PBS team also analyzes behavioral data to create focus areas, interventions, and to continue to improve the Pyramid of Interventions. The PBS team works in partnership with the community to continue to provide rewards to support the incentive program.

During weekly Professional Learning Community (PLC) meetings, the staff continues to analyze data, revise common assessments, share best practices, and make instructional decisions regarding curriculum and assessments. In addition, state and national test data is used to drive changes in teaching methods, assessment content and format, vocabulary, and curriculum focus. Staff continues to use the PLC process to explore vertical and horizontal alignment within the district to scaffold and align standards and curriculum to ensure student success at all levels.

In an effort to provide students with a rigorous and enriching educational experience, we have expanded our course offerings to include multiple opportunities for students to prepare for a competitive college admissions process. We offer a wide array of Advanced Placement Classes, weekly tutoring by highly qualified teachers, online courses, dual-enrollment opportunities, ACT preparation workshops, and on-site direct college courses in partnership with Wayne County Community College. Students are challenged with a rigorous and comprehensive curriculum to prepare them to compete for coveted spots at World Renowned Universities across the country.

In an effort to improve and excel, John Glenn staff continues to work on the mentioned areas to provide our students the best opportunities possible. We are currently focused on improving student achievement through the use of backward design, Quad D lessons, and the

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implementation of the Common Core State Standards. Literacy standards and state standards in ELA and Math are becoming an integral part of our curriculum and best practices. In preparation for the Smarter Balanced Assessments and ACT, we are exposing students to higher level assessments and lessons. We are currently shifting to a depth of knowledge in our lessons and units that require students to persuade, explain, support, analyze and synthesize information to increase student achievement building wide.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Narrative:

- John Glenn seniors are awarded over \$2 million dollars in scholarships from more than 20 universities and colleges, merit and local scholarships and competitive awards. Recent winners received their scholarships from such schools as University of Michigan; Michigan State University; Eastern, Central and Western Michigan Universities; Adrian College; Ferris State University and the University of Toledo.

- At John Glenn we are proud of the success that our student athletes have obtained in the classroom and on the playing field. Along with earning several college athletic scholarships this year, our athletes also earned academic scholarships. On the field our teams and individuals have enjoyed success in the league and MHSAA. We have advanced far into the individual and team tournaments winning multiple District, League and Regional championships and placing teams as far as the State Finals resulting in individual State Champions.

- John Glenn High School is making a fundamental change in the school culture by adopting the "Professional Learning Community (PLC)" school improvement model. We are changing our culture from a traditional school, with teachers working in isolation focused on teaching, to a Professional Learning Community with teachers working in effective, high-performing collaborative teams focused on learning. The John Glenn stakeholders are turning aspirations into action and visions into reality, and are on a path to produce real increases in student achievement for our students, families and school.

- Our students have benefited from continuous student achievement on the national ACT with 5 years of sustained annual improvement from 2008 to 2012.