



2022-23 Phase One: Continuous Improvement Diagnostic for  
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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Glendover Elementary School**  
**Ben VanderHorst**  
710 Glendover Rd  
Lexington, Kentucky, 40502  
United States of America

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.  
Ben VanderHorst 9/14/22



2022-23 Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

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## 2022-23 Phase One: Executive Summary for Schools

### 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?

Glendover is located in a quiet, residential neighborhood on a large campus that includes a walking track, soccer court, tennis courts, and a large playground with covered picnic tables. A major renovation was completed in August 2015, which includes the addition of four new classrooms, a new library/media center, an enlarged and updated kitchen and cafeteria, and a more secure office suite. Parent involvement has been a key to our success, with a well-organized PTA committed to enhancing school programs, actively engaged families, and volunteers who log almost 6,000 volunteer hours each year. Our SBDM Council has been in place since 1994. SBDM Committees (Curriculum, School Climate, and Communication) are open to parents and teachers. Glendover maintains high academic standards and we are proud of the academic success of our students. Students are served in gifted and talented programs, co-teaching and pull-out services for English learners, and co-teaching and pull-out services for special education. By providing just-right support and enrichment, we are committed to ensuring that all students achieve at high levels. Glendover provides students with many extra-curricular opportunities. International Night celebrates the diversity that makes Glendover such a special place - highlighting families from more than 25 countries speaking more than 20 languages. The Parade of Nations elicits a sense of pride for each student and his/her family as the flag of their nation is carried. Glendover has several community partnerships: R.E.A.L.(Read. Excel. Achieve. Lead.) a nationwide mentoring program that provides students with male reading mentors from the community, Blessings in a Backpack, Shop with a Cop which provides holiday support for students, and our Children's Fund which supports the needs of students (glasses, doctor's visits, and other emergency services). Glendover has a diverse population with about 425 students representing 26 countries, with 22 languages spoken. This population has been in steady decline over the last 3 years due to the pandemic and the cost of housing increasing to a point that new families are unable to afford to purchase/rent. Additionally with the pandemic still a significant issue throughout the world we have not seen the influx of international families at the rate that we saw pre-pandemic. Demographics: White: 53.59%, Hispanic 21.56%, Black 10.68%, Asian 8%, Other 5.75%, Indian 0.21%; SPED: 14.37%; Free/Reduced: 49.49%; Gifted and Talented: 17.86%, English Learner: 27.52%

### 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.

In the 2022 school year the Glendover community worked to redefine our strategic plan. Through the collaboration of staff, parents and community we have developed the following statements and beliefs.

Core Values: Celebrating and respecting differences, Building a positive future, Cultivating a cohesive and caring community, Academic growth for all, and Supporting emotional growth

Vision: Glendover Elementary will be a school where we work together to create a global community that ignites a passion for learning and fosters each students highest potential

Mission - The Glendover mission is to grow together as independent learners within a diverse community

#### 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.

In 2021-2022, Glendover was designated a Green level school with high proficiency in reading and math, medium proficiency in special academic indicators (science, social studies, and writing), high english learner progress, and high quality of school climate and safety.

#### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

#### Additional Information

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

N/A



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

**Glendover Elementary School**  
**Ben VanderHorst**  
710 Glendover Rd  
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United States of America

## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Glendover Elementary stakeholders reviewed multiple sources of evidence to develop this needs assessment. The Kentucky Summative Assessment data, MAP data, and NSGR data were reviewed in the Fall of 2022. Multiple different groups of stakeholders met to get different perspectives. One group that analyzed the data was The Leadership team which consists of a representative from each grade level and department. Another group that analyzed the data was the SBDM council which consists of the principal, three teachers, and two parents. Finally, this schoolwide data was reviewed by the entire certified faculty. Additional formative and summative classroom data is reviewed weekly with classroom teachers during their PLC meetings. The data is disaggregated by sub-populations including free/reduced, gender, English learners, Special Education, and ethnicity. The information obtained from these discussions is compiled and used to identify target areas for our Needs Assessment and used to develop a plan to address the needs of all students. All meetings are documented with detailed minutes that reflect these discussions.



## Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

- Goal 1: Increase combined reading and math proficiency to 69.6%
  - Objective 1: Increase math proficiency to 69.4% (Current State: 55%)
  - Objective 2: Increase reading proficiency to 68.3% (Current State: 58%)
- Goal 2: Increase combined separate academic indicator to 60.5%
  - Objective 1: Increase science proficiency to 46.0% (Current State: 50%)
  - Objective 2: Increase social studies proficiency to 71.7% (Current State: 45%)
  - Objective 3: Increase writing proficiency to 63.9% (Current State: 32%)
- Goal 3: Increase combined reading and math proficiency for economically disadvantaged students to 56.8%
  - Objective 1: Increase reading proficiency for economically disadvantaged students to 53.2% (Current State: 41%)
  - Objective 2: Increase math proficiency for economically disadvantaged students to 55.9% (Current State: 31%)

This past year the implementation of effective PLC meetings, WIN time and hiring additional staff allowed us to target skill deficits for students after the COVID-19 pandemic. Without these supports the students would have been even further behind. These activities need to continue into 2023 so that we can continue to provide the support and accelerate learning.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The following trends were identified by reviewing all areas of our data

- Overall School Enrollment Trends
  - Overall school enrollment has dropped from 501 in the 20-21 school year to 429 in the 22-23 school year but there has not been a significant change in ethnicity percentages (roughly 50% minority and 50% white)
  - The active English Learners population has increased from 24.15% in the 20-21 school year to 25.87% in the 22-23 school year

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- RFEP English Learners population has decreased from 9.18% in the 20-21 school year to 5.13% in the 22-23 school year
  - The gifted and Talented population has decreased from 21.16% in the 20-21 school year to 20.51% in the 22-23 school year
  - Free and Reduced population has decreased from 50.03% in the 20-21 school year to 40.56% in the 22-23 school year
  - The Special Education population has increased from 10.98% in the 20-21 school year to 13.52% in the 22-23 school year
  - Behavior Referrals
    - No significant change in the percentage of students receiving behavior referrals
    - The number of referrals per 100 students has increased from 0 in the 20-21 school year to 4 in the 22-23 school year
  - Attendance
    - Average Daily Attendance has increased from 95.14% in the 20-21 school year to 95.79% in the 22-23 school year
  - MAP Data
    - Math percentage of students scoring below the 40th percentile has increased from 21% in the Fall of 2020 to 23% in the Fall of 2022
    - The reading percentage of students scoring below the 40th percentile has decreased from 25% in the Fall of 2020 to 24% in the Fall of 2022
  - Access Data
    - English Learner students reaching language attainment score of 4.5 dropped from 17% in the Spring of 2020 to 11% in the Spring of 2022
    - Of the English Learner students that are currently enrolled and took both the Spring 2021 and Spring 2022 Access assessment, 24% grew by at least 1 full level.
  - State Summative Assessment
    - Math
      - The overall percentage of proficient/distinguished students decreased from 67.9% in Spring 2019 to 55% in Spring 2022
      - African American students are at 32% proficiency compared to White students at 71%
      - Hispanic students are at 23% proficiency compared to White students at 71%
      - Economically disadvantaged students are at 31% proficiency compared to non-economically disadvantaged at 81%
      - English learners including monitored students are at 28% proficiency compared to non-English learners at 64%
      - The overall percentage of novice students has increased from 11.5% in Spring 2019 to 25% in Spring 2022

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- Reading

- The overall percentage of proficient/distinguished students decreased from 66.8% in Spring 2019 to 58% in Spring 2022
- African American students are at 27% proficiency compared to White students at 71%
- Hispanic students are at 39% proficiency compared to White students at 71%
- Economically disadvantaged students are at 41% proficiency compared to non-economically disadvantaged at 76%
- English learners including monitored students are at 38% proficiency compared to non-English learners at 69%
- The overall percentage of novice students has increased from 14.9% in Spring 2019 to 27% in Spring 2022

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  - Current Academic State
    - 23% of students fall at or below the 40th percentile on the Fall 2022 MAP Math test
    - 24% of students fall at or below the 40th percentile on the Fall 2022 MAP Reading test
    - 31% of students are identified as English Learners (25.87% - Active, 5.13% RFEP)
    - 20.51% of students are identified as Gifted and Talented
    - 40.56% of students are identified as Free or Reduced
    - 55% of 3rd-5th grade students scored Proficient/Distinguished on the State Summative Assessment Math test in the Spring of 2022

- 25% of 3rd-5th grade students scored Novice on the State Summative Assessment Math test in the Spring of 2022
- 58% of 3rd-5th grade students scored Proficient/Distinguished on the State Summative Assessment Reading test in the Spring of 2022
- 27% of 3rd-5th grade students scored Novice on the State Summative Assessment Reading test in the Spring of 2021
- Non-Academic Current State
  - Student attendance was 94.91% for the 2021-22 school year

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- The overall proficiency of our African American (Reading: 27%, Math: 32%), and Hispanic (Reading: 39%, Math: 23%) students is below the achievement of the white (Reading: 71%, Math: 71%) reference group in reading and in math.
- The overall proficiency of our Economically Disadvantaged students (Reading: 41%, Math: 31%) is below the achievement of the non-economically disadvantaged reference group (Reading: 76%, Math: 81%) in reading and math.
- The overall proficiency of our English learning students (Reading: 38%, Math: 28%) is below the achievement of the non-English learning reference group (Reading: 69%, Math: 64%) in reading and math.
- 24% of EL students grew by at least 1 level on the ACCESS test

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- Average Math achievement scores on the MAP test are above the national norm at all grade levels

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- Average Reading achievement scores on the MAP test are above the national norm at all grade levels
  - Student attendance has increased to 95.79% in the 2022-23 school year as compared to 94.91% in 2021-22.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

The major focus for Glendover Elementary deals with the PLC process. This process addresses many of the gaps in our Key Work Processes. During this work, we are analyzing student achievement data, developing the next steps, and looking at the standards being addressed. This work allows us to better target student skill deficits and improve our overall structures.





## **ATTACHMENTS**

### **Attachment Name**

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 Key Core Work Processes

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Core Work Processes		• 7
 KSA Data 2022		•
 MAP Data Analysis Fall 2022		•
 Schoolwide Trends		•

## Glendover Elementary Comprehensive School Improvement Plan 2023-2025

### State Assessment Results in Reading

- By 2025, *Glendover Elementary* will increase Reading proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

### State Assessment Results in Math

- By 2025, *Glendover Elementary* will increase Math proficient and distinguished level to 62% as measured by KSA. Current level is 55%.

### State Assessment Results in Science

- By 2025, *Glendover Elementary* will increase Science proficient and distinguished level to 57% as measured by KSA. Current level is 50%.

### State Assessment Results in Social Studies

- By 2025, *Glendover Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 45%.

### State Assessment Results in Combined Writing

- By 2025, *Glendover Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 32%.

### English Learner Progress

- By 2025, *Glendover Elementary* will grow 100% of EL students currently scoring below 3.0 by at least 1.0 in their composite score and 100% of EL students currently scoring above 2.9 by at least .5 in their composite score as measured by ACCESS. Current level is 47%.

### Quality of School Climate and Safety

- By 2025, *Glendover Elementary* will increase the quality of school climate and safety index to 86.3 as measured by KSA. Current level is 79.3.

Reading and Math Objectives			
Content	Year 1	Year 2	Year 3
Reading	By 2023, <i>Glendover Elementary</i> will increase P/D in Reading to 60%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Reading to 62%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Reading to 65%.
Math	By 2023, <i>Glendover Elementary</i> will increase P/D in Math to 57%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Math to 59%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Math to 62%.

Science, Social Studies, and Combined Writing Objectives			
Content	Year 1	Year 2	Year 3
Science	By 2023, <i>Glendover Elementary</i> will increase P/D in Science to 52%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Science to 54%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Science to 57%.
Social Studies	By 2023, <i>Glendover Elementary</i> will increase P/D in Social Studies to 50%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Social Studies to 55%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Social Studies to 60%.
Writing	By 2023, <i>Glendover Elementary</i> will increase P/D in Combined Writing to 41%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Combined Writing to 50%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives				
Content	Sub Group	Year 1	Year 2	Year 3
Reading	Hispanic	By 2023, <i>Glendover Elementary</i> will increase P/D in Reading to 44%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Reading to 49%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Reading to 54%.
	EL	By 2023, <i>Glendover Elementary</i> will increase P/D in Reading to 42%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Reading to 47%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Reading to 52%.
	Free/Reduced	By 2023, <i>Glendover Elementary</i> will increase P/D in Reading to 45%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Reading to 50%.	By 2025, <i>Glendover Elementary</i> will increase P/D in Reading to 55%.



Math	Hispanic	By 2023, <i>Glendover Elementary</i> will increase P/D in Math to 28%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Math to 33%	By 2025, <i>Glendover Elementary</i> will increase P/D in Math to 38%.
	EL	By 2023, <i>Glendover Elementary</i> will increase P/D in Math to 32%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Math to 37%	By 2025, <i>Glendover Elementary</i> will increase P/D in Math to 42%.
	Free/Reduced	By 2023, <i>Glendover Elementary</i> will increase P/D in Math to 35%.	By 2024, <i>Glendover Elementary</i> will increase P/D in Math to 40%	By 2025, <i>Glendover Elementary</i> will increase P/D in Math to 45%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Glendover Elementary</i> will grow 64% of EL students currently scoring below 3.0 by at least 1.0 in their composite score and 64% of EL students currently scoring above 2.9 by at least .5 in their composite score as measured by ACCESS.	By 2024, <i>Glendover Elementary</i> will grow 82% of EL students currently scoring below 3.0 by at least 1.0 in their composite score and 82% of EL students currently scoring above 2.9 by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Glendover Elementary</i> will grow 100% of EL students currently scoring below 3.0 by at least 1.0 in their composite score and 100% of EL students currently scoring above 2.9 by at least .5 in their composite score as measured by ACCESS.

<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

## Year 1 Focus Areas (2023)

Learning Intentions and Success Criteria: Grade level teams will develop and implement learning intentions and success criteria to improve student understanding of what they are learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	1, 5	Leadership Team are completing a book study of “The Success Criteria Playbook” and then will present information to full staff.	Leadership Team Agendas Faculty Meeting Agendas	School Funds
	1, 2	Grade level teams are using the learning intentions and success criteria from the district curriculum framework to plan instruction and assessment.	Lesson Plans Classroom Observations	N/A
	2, 3	Leadership Team will develop and model grade level exemplars for staff, both in written and visual formats.	Leadership Team Agendas Faculty Meeting Agendas	N/A
	1, 2	Grade level teams will develop learning intentions and success criteria to align with daily lesson plans and state standards.	Lesson Plans Classroom Observations	N/A
	1, 3	Admin team will review and provide feedback on learning intentions and success criteria through walkthroughs and lesson plan review.	Lesson Plans Classroom Observations	N/A
	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Observations	N/A

			PLC Evidence	
<b><u>Progress Monitoring</u></b>				
<b><u>May 2023</u></b>				
<b><u>August 2023</u></b>				
<b><u>December 2023</u></b>				

## Year 1 Focus Areas (2023)

**Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	2, 5	A team of teachers will attend the Smekens Super Saturday Writing Conference, following which the team is responsible for relaying strategies and information as relevant with the entirety of instructional staff.	Curriculum Committee Minutes Faculty Meeting Agendas	ESSER
	2, 5	A team of teachers will complete the Writing Revolution training, following which the team is responsible for relaying strategies and information as relevant with the entirety of instructional staff.	Curriculum Committee Minutes Faculty Meeting Agendas	ESSER
	1, 2, 3	The Curriculum Committee will develop a Tier 1 writing program to include; common language, organizers and rubrics, be standards-based, and address developmentally appropriate strategies as designated by the committee.	Tier 1 Writing Plan	N/A
	2, 3	PLCs will develop an action plan based on their grade level writing pre-assessment and agreed upon schoolwide non-negotiables.	Grade Level Action Plans	N/A
	1, 3	PLCs will work together to develop rubrics and exemplars based on grade level standards and schoolwide non-negotiables.	PLC Observations PLC Evidence	N/A
	1, 2	Grade level teams will develop daily lesson plans in the area of writing instruction.	Lesson Plans Classroom Observations	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	N/A

	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Observations PLC Evidence	N/A
	2, 3, 4	Intermediate grades will participate in live-scoring writing seminars in which students respond to grade-appropriate prompts and are given immediate feedback in order to improve overall writing performance.	Live Scoring Data	
	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to drive classroom writing instruction.	Aimsweb Data	
<b><u>Progress Monitoring</u></b>				
<b><u>May 2023</u></b>				
<b><u>August 2023</u></b>				
<b><u>December 2023</u></b>				

### Year 1 Focus Areas (2023)

<b>Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	2, 5	A team of teachers will attend a Kagan Cooperative Learning conference, following which the team is responsible for relaying strategies and information as relevant with the entirety of instructional staff.	Faculty Meeting Agendas	ESSER
	2, 5	Teachers will be trained in student engagement strategies through faculty meetings and PLCs.	Faculty Meeting Agendas PLC Observations	N/A
	2	Grade level teams will develop and incorporate student engagement strategies into daily lesson plans.	Lesson Plans Classroom Observations	N/A
	5	PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement	PLC Observations PLC Evidence	N/A
	2	Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review.	Lesson Plans Classroom Observations	N/A
<b><u>Progress Monitoring</u></b>				
<b><u>May 2023</u></b>				
<b><u>August 2023</u></b>				
<b><u>December 2023</u></b>				

## Year 2 Focus Areas (2024)

**New Focus:** Culturally Responsive Teaching: The Glendover Staff will improve student achievement by learning and implementing culturally responsive teaching strategies targeting our multilingual students.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	6	MTSS committee will participate in Culturally Responsive Teaching book study and will present learned information to the full staff.	MTSS Committee Minutes  Faculty Meeting Agendas	Title 2 Funds
	6	MTSS committee will review data as it pertains to multilingual students, in particular tiered student services and gifted/talented student services.	MTSS Committee Minutes  Data Tracking Documents	N/A
	5, 6	District personnel will support ongoing learning of all certified staff members by presenting best practices and instructional strategies and embedding professional development opportunities into staff meetings throughout the academic year.	Faculty Meeting Agendas	District Funds
	6	Multilingual parent nights and family days will be celebrated at Glendover Elementary School and will be representative of the cultures and ethnicities of the population within the school.	Family Engagement Plan  School Calendar	School Funds, PTA
	6	Conference times for multilingual families will be intentionally scheduled to include interpreters/native languages, increase family engagement and create opportunities for cultural norms to be acknowledged.	Family Engagement Policy	N/A
	2, 6	Consistent and clear vocabulary will be used across all grade levels and amongst all staff through verbal language, word walls and classroom lessons to increase depth of understanding of expectations for all students.	Lesson Plans  Classroom Observations	N/A

	5, 6	Teachers will be provided with opportunities to learn about the cultures of students that are in their classrooms through family and community partnerships	Faculty Meeting Agendas	N/A
<b><u>Progress Monitoring</u></b>				
<b><u>May 2024</u></b>				
<b><u>August 2024</u></b>				
<b><u>December 2024</u></b>				



## Year 2 Focus Areas (2024)

**New Focus:** Student Support Structures: The Glendover Staff will improve student achievement by implementing co-teach and support structures that match the identified needs of students.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	2, 5, 6	Teachers will collaborate with support staff to determine student groupings based on individualized student needs; instruction will be delivered to subsequently meet the needs at the students level.	Master Schedule	N/A
	5	With staff input, the Leadership Team will develop a master schedule to maximize access to appropriate grade-level Tier 1 instruction for all students.	Master Schedule	N/A
	2, 5	Opportunities for students to continue receiving scaffolded grade-level instruction through co-teaching and targeted pull-out to facilitate language acquisition and to address specific skill deficits.	Master Schedule	N/A
	2, 6	Grade levels will flexibly group students between classrooms to ensure that all students are receiving the necessary support structures.	PLC Observations PLC Evidence	N/A
	5	Master schedules will be developed to maximize common planning time between co-teachers and still meet the needs of all students.	Master Schedule	N/A
<b><u>Progress Monitoring</u></b>				
<b><u>May 2022</u></b>				
<b><u>August 2022</u></b>				
<b><u>December 2022</u></b>				

## Year 2 Focus Areas (2024)

**Continuation from Year 1** Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student’s ability to express their learning in a written format.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	1, 2	<b>Revised Activity from Year 1:</b> Grade level teams will develop and revise daily lesson plans in the area of writing instruction.	Lesson Plans Classroom Observations	N/A
	1, 2	<b>New Activity:</b> Grade level teams will incorporate writing opportunities into daily lesson plans of Reading and Social Studies.	Lesson Plans Classroom Observations	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	N/A
	1	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Observations PLC Evidence	N/A
	2, 3, 4	Intermediate grades will participate in live-scoring writing seminars in which students respond to grade-appropriate prompts and are given immediate feedback in order to improve overall writing performance.	Live Scoring Data	N/A
	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to drive classroom writing instruction.	Aimsweb Data	N/A

### Progress Monitoring

<b><u>May 2024</u></b>	
<b><u>August 2024</u></b>	
<b><u>December 2024</u></b>	

## Year 2 Focus Areas (2024)

**Continuation from Year 1:** Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	2, 5	<b>Revised Activity from Year 1:</b> Teachers will be trained in student engagement strategies through faculty meetings, PLCs and professional development opportunities.	Faculty Meeting Agendas  PLC Observations  PD Plan	School Funds
	2	Grade level teams will develop and incorporate student engagement strategies into daily lesson plans.	Lesson Plans  Classroom Observations	N/A
	5	PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement	PLC Observations  PLC Evidence	N/A
	2	Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review.	Lesson Plans  Classroom Observations	N/A
	2, 3	<b>New Activity:</b> Teachers will embed the use of open-ended questions, discussion strategies and appropriate graphic organizers into daily instruction.	Lesson Plans  Classroom Observations	N/A
	,6	<b>New Activity:</b> Teachers will utilize application-based learning through hands-on experiences, use of manipulatives, and real-life scenarios in the classroom setting.	Lesson Plans  Classroom Observations	N/A

### Progress Monitoring

<b><u>May 2024</u></b>	
<b><u>August 2024</u></b>	
<b><u>December 2024</u></b>	

### Year 3 Focus Areas (2025)

Continuation from Year 2 Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	1, 2	<b>Revised Activity from Year 2:</b> Grade level teams will revise daily lesson plans in the area of writing instruction	Lesson Plans Classroom Observations	N/A
	1, 2, 3	<b>Revised Activity from Year 2:</b> Grade level teams will incorporate writing opportunities into daily lesson plans of Reading, Math, Science and Social Studies	Lesson Plans Classroom Observations	N/A
		<b>New Activity:</b> Curriculum Committee will evaluate the effectiveness of Tier 1 Writing program and will recommend next steps based on school-wide data	Curriculum Committee Minutes	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	N/A
	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Observations PLC Evidence	N/A
	2, 3, 4	Intermediate grades will participate in live-scoring writing seminars in which students respond to grade-appropriate prompts and are given immediate feedback in order to improve overall writing performance.	Live Scoring Data	N/A
	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to	Aimsweb Data	N/A

		drive classroom writing instruction.		
<b><u>August 2025</u></b>				
<b><u>December 2025</u></b>				

### Year 3 Focus Areas (2025)

<b>Continuation from Year 2: Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	1, 2, 6	<b>New Activity:</b> Teachers will include Project-Based Learning and/or theme-based learning opportunities into their classroom instruction at least once per academic school year.	Lesson Plans Classroom Observations	N/A
	1, 2, 5, 6	<b>New Activity:</b> Teachers will be trained in developing Project-Based Learning Opportunities in the classroom	PD Plan	School Funds
	2, 5	Teachers will be trained in student engagement strategies through faculty meetings, PLCs and professional development opportunities.	Faculty Meeting Agendas PLC Observations PD Plan	N/A
	2	Grade level teams will develop and incorporate student engagement strategies into daily lesson plans.	Lesson Plans Classroom Observations	N/A
	5	PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement	PLC Observations PLC Evidence	N/A
	2	Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review.	Lesson Plans Classroom Observations	N/A
	2	Teachers will embed the use of open-ended questions, discussion strategies and appropriate graphic organizers into daily instruction.	Lesson Plans Classroom	N/A



			Observations	
	2, 6	Teachers will utilize application-based learning through hands-on experiences, use of manipulatives, and real-life scenarios in the classroom setting.	Lesson Plans Classroom Observations	N/A
<b>Progress Monitoring</b>				
<b><u>May 2025</u></b>				
<b><u>August 2025</u></b>				
<b><u>December 2025</u></b>				

### Year 3 Focus Areas (2025)

<b>New Focus: Strategies for Working with Students in Poverty: The Glendover Staff will improve student achievement by learning and implementing strategies for working with students in poverty.</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	5, 6	Teachers will be trained in strategies for working with students in poverty	PD Plan	School Funds
	5, 6	Homework help will be made available to students who may require additional academic support.	ESS Participation Data ESS Plan	ESS
	6	School personnel will partake in home visits to increase family relationships, access to resources and provide information as needed.	PLP Home Visit Notes	N/A
	5, 6	Trainings will be available for parents to participate in on topics of need.	Family Engagement Plan School Calendar	FRC
	6	Community resources will be provided through the Family Resource Center, including food bags, dental support and holiday support.	FRC Support Log	FRC
	5, 6	Additional support and learning opportunities for students will be provided at targeted locations to increase participation free/reduced student populations.	ESS Participation Data ESS Plan	ESS
<b><u>Progress Monitoring</u></b>				
<b><u>May 2025</u></b>				
<b><u>August 2025</u></b>				
<b><u>December 2025</u></b>				