

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.
 - 2022 level is 58%.
 - 2023 level is 57%.

State Assessment Results in Math

- By 2025, *Glendover Elementary* will increase Math proficient and distinguished level to 62% as measured by KSA.
 - 2022 level is 55%.
 - 2023 level is 58%.

State Assessment Results in Science

- By 2025, *Glendover Elementary* will increase Science proficient and distinguished level to 57% as measured by KSA.
 - 2022 level is 50%.
 - 2023 level is 38%

State Assessment Results in Social Studies

- By 2025, *Glendover Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA.
 - 2022 level is 45%.
 - 2023 level is 73%

State Assessment Results in Combined Writing

- By 2025, *Glendover Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.
 - 2022 level is 32%.
 - 2023 level is 48%

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.
 - 2022 level is 47%.
 - 2023 level is 66%

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.
 - 2022 level is 79.3.
 - 2023 level is 78.5

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%. DID NOT MEET	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%. MET	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%. DID NOT MEET	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%. MET	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%. MET	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 Hispanic P/D in Reading to 44%. DID NOT MEET	By 2024, <i>Glendover Elementary</i> will increase Hispanic P/D in Reading to 49%.	By 2025, <i>Glendover Elementary</i> will increase Hispanic P/D in Reading to 54%.
	EL	By 2023, <i>Glendover Elementary</i> will increase EL P/D in Reading to 42%. DID NOT MEET	By 2024, <i>Glendover Elementary</i> will increase EL P/D in Reading to 47%.	By 2025, <i>Glendover Elementary</i> will increase EL P/D in Reading to 52%.

	Free/Reduced	By 2023, <i>Glendover Elementary</i> will increase Free/Reduced P/D in Reading to 45%. DID NOT MEET	By 2024, <i>Glendover Elementary</i> will increase Free/Reduced P/D in Reading to 50%.	By 2025, <i>Glendover Elementary</i> will increase Free/Reduced P/D in Reading to 55%.
Math	Hispanic	By 2023, <i>Glendover Elementary</i> will increase Hispanic P/D in Math to 28%. DID NOT MEET	By 2024, <i>Glendover Elementary</i> will increase Hispanic P/D in Math to 33%	By 2025, <i>Glendover Elementary</i> will increase Hispanic P/D in Math to 38%.
	EL	By 2023, <i>Glendover Elementary</i> will increase EL P/D in Math to 32%. DID NOT MEET	By 2024, <i>Glendover Elementary</i> will increase EL P/D in Math to 37%	By 2025, <i>Glendover Elementary</i> will increase EL P/D in Math to 42%.
	Free/Reduced	By 2023, <i>Glendover Elementary</i> will increase Free/Reduced P/D in Math to 35%. MET	By 2024, <i>Glendover Elementary</i> will increase Free/Reduced P/D in Math to 40%	By 2025, <i>Glendover Elementary</i> will increase Free/Reduced 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. MET	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.

Additional Goal- Optional		
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	
<u>Progress Monitoring</u>				
<u>May 2023</u>				
<u>August 2023</u>				
<u>December 2023</u>				

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	
<u>Progress Monitoring</u>				
<u>May 2023</u>				
<u>August 2023</u>				
<u>December 2023</u>				

Year 1 Focus Areas (2023)

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	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
<u>Progress Monitoring</u>				
<u>May 2023</u>				
<u>August 2023</u>				
<u>December 2023</u>				

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
<u>Progress Monitoring</u>				
<u>May 2024</u>				
<u>August 2024</u>				
<u>December 2024</u>				

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
Progress Monitoring				
<u>May 2022</u>				
<u>August 2022</u>				
<u>December 2022</u>				

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	Revised Activity from Year 1: Grade level teams will develop and revise daily lesson plans in the area of writing instruction.	Lesson Plans Classroom Observations	N/A
	1, 2	New Activity: 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

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

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	Revised Activity from Year 1: 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	New Activity: 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	New Activity: 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

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

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	Revised Activity from Year 2: Grade level teams will revise daily lesson plans in the area of writing instruction	Lesson Plans Classroom Observations	N/A
	1, 2, 3	Revised Activity from Year 2: Grade level teams will incorporate writing opportunities into daily lesson plans of Reading, Math, Science and Social Studies	Lesson Plans Classroom Observations	N/A
		New Activity: 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.		
<u>August 2025</u>				
<u>December 2025</u>				

Year 3 Focus Areas (2025)

Continuation from Year 2: 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	1, 2, 6	New Activity: 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	New Activity: 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
Progress Monitoring				
<u>May 2025</u>				
<u>August 2025</u>				
<u>December 2025</u>				

Year 3 Focus Areas (2025)

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.				
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
<u>Progress Monitoring</u>				
<u>May 2025</u>				
<u>August 2025</u>				
<u>December 2025</u>				



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

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

2023-2024 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 (Student Success, Social Success, and Family Success) 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. Demographics: White: 54%, Hispanic 21%, Black 9%, Asian 8%, Other 8%; SPED: 17%; Free/Reduced: 50%; English Learner: 15%

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The Glendover stakeholders include staff, families, and community members. We work to involve all members in our planning process by discussing each phase during our open SBDM meetings and including parents on our committees.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 student's highest potential
- Mission - The Glendover mission is to grow together as independent learners within a diverse community
- Portrait of a Graduate: A Glendover graduate will be...
 - A self-advocate
 - A problem-solver
 - Independent
 - Possess age-appropriate life skills
 - Self-aware
 - Resourceful
 - Culturally competent
 - Respectful, responsible & kind
 - Appreciative of the arts
 - Well-spoken
 - Confident
 - Organized

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

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

N/A



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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

2023-24 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 2023. Multiple different groups of stakeholders met to get different perspectives. One group that analyzed the data was the Schoolwide Success 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, four teachers, and three 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 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: By 2023, Glendover Elementary will increase P/D in Reading to 60%. (Current State: 58% **Did Not Meet**)
 - Hispanic: By 2023, Glendover Elementary will increase Hispanic P/D in Reading to 44%. (Current State: 34% **Did Not Meet**)
 - EL: By 2023, Glendover Elementary will increase EL P/D in Reading to 42%. (Current State: 27% **Did Not Meet**)
 - Free/Reduced: By 2023, Glendover Elementary will increase Free/Reduced P/D in Reading to 45%. (Current State: 37% **Did Not Meet**)
- Goal 2: By 2023, Glendover Elementary will increase P/D in Math to 57%. (Current State: 59% **Met**)
 - Hispanic: By 2023, Glendover Elementary will increase Hispanic P/D in Math to 28%. (Current State: 28% **Met**)
 - EL: By 2023, Glendover Elementary will increase EL P/D in Math to 32%. (Current State: 25% **Did Not Meet**)
 - Free/Reduced: By 2023, Glendover Elementary will increase Free/Reduced P/D in Math to 35%. (Current State: 37% **Met**)
- Goal 3: By 2023, Glendover Elementary will increase P/D in Science to 52%. (Current State: 41% **Did Not Meet**)
- Goal 4: By 2023, Glendover Elementary will increase P/D in Social Studies to 50%. (Current State: 74% **Met**)
- Goal 5: By 2023, Glendover Elementary will increase P/D in Combined Writing to 41%. (Current State: 48% **Met**)
- Goal 6: By 2023, Glendover Elementary 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.

This past year the implementation of effective PLC meetings, an intentional focus on writing instruction, and the support structures for EL students. These activities need to continue into 2024 so that we can continue to provide 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 2021-22 to 288 in 2022-23.
 - From 2021 to 2023, 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 437 in the 23-24 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 24.94% in the 23-24 school year
 - RFEP English Learners population has decreased from 9.18% in the 20-21 school year to 6.76% in the 23-24 school year
 - The gifted and Talented population has increased from 21.16% in the 20-21 school year to 24.71% in the 23-24 school year
 - Free and Reduced population has decreased from 50.03% in the 20-21 school year to 44.99% in the 23-24 school year
 - The Special Education population has increased from 10.98% in the 20-21 school year to 15.85% in the 23-24 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 3 in the 23-24 school year
- Attendance
 - Average Daily Attendance has increased from 95.14% in the 20-21 school year to 95.79% in the 23-24 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 2023
 - 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 2023
- Access Data
 - English Learner students reaching language attainment score of 4.5 increased from 17% in the Spring of 2020 to 28% in the Spring of 2023.
- State Summative Assessment
 - Math
 - The overall percentage of proficient/distinguished students decreased from 67.9% in Spring 2019 to 59% in Spring 2023
 - Hispanic students are at 28% proficiency compared to White students at 74%

- Economically disadvantaged students are at 37% proficiency compared to non-economically disadvantaged at 74%
- English learners including monitored students are at 25% proficiency compared to non-English learners at 67%
- Reading
 - The overall percentage of proficient/distinguished students decreased from 66.8% in Spring 2019 to 58% in Spring 2023
 - Hispanic students are at 34% proficiency compared to White students at 60%
 - Economically disadvantaged students are at 37% proficiency compared to non-economically disadvantaged at 77%
 - English learners including monitored students are at 27% proficiency compared to non-English learners at 68%

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 2022-23 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 2023 MAP Math test
 - 24% of students fall at or below the 40th percentile on the Fall 2023 MAP Reading test
 - 32% of students are identified as English Learners (24.94% - Active, 6.76% RFEP)
 - 24.71% of students are identified as Gifted and Talented
 - 44.99% of students are identified as Free or Reduced

- 59% of 3rd-5th grade students scored Proficient/Distinguished 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
- Non-Academic Current State
 - Student attendance was 95% for the 2022-23 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 Hispanic (Reading: 34%, Math: 28%) students is below the achievement of the white (Reading: 60%, Math: 74%) reference group in reading and in math.
- The overall proficiency of our Economically Disadvantaged students (Reading: 37%, Math: 37%) is below the achievement of the non-economically disadvantaged reference group (Reading: 77%, Math: 74%) in reading and math.
- The overall proficiency of our English learning students (Reading: 27%, Math: 25%) is below the achievement of the non-English learning reference group (Reading: 6%, Math: 67%) in reading and math.

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
- 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 2023-24 school year as compared to 95% in 2022-23.

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 [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name



Key Core Work Processes

8. 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 District 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.



2023-2024 Phase Two: School Assurances_10052023_14:44

2023-2024 Phase Two: School Assurances

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

2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS



2022-23 Phase Four: Professional Development Plan for Schools
for School Year 2023-2024_04262023_20:23

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

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

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The Glendover Elementary mission is to grow together as independent learners within a diverse community.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1(Response Required)Writing: All teachers will plan and implement effective writing strategies to improve student achievement across all content areas

Focus Area 2(Response Required)Student Engagement Strategies: All teachers will plan and implement effective student engagement strategies to improve student achievement across all content areas.

Focus Area 3(Response Required)Culturally Responsive Teaching: All teachers will plan and implement effective culturally responsive strategies to improve student achievement across all content areas.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The identified focus areas are aligned with the Strategic Plan Priority Areas including Student Achievement; Diversity, Equity, Inclusion, and Belonging; and Highly Effective and Culturally Responsive Workforce.

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

- Short-Term Changes:
 - Knowledge: Teachers will develop an understanding of writing practices and how to embed the practices into daily instruction in the classroom setting.
 - Knowledge: Teachers will gain an understanding of how to monitor effective writing through formative assessment and data.
- Long-Term Changes:
 - Skill: Teachers will collaboratively plan writing and guided writing instruction to include best practices, as determined by curriculum committee and schoolwide framework.
 - Skill: Teachers will consistently collect data through student writing samples and reflect on data to inform planning and practices.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes:

- By 2024, Glendover Elementary will increase P/D in Reading to 62%.
- By 2024, Glendover Elementary will increase P/D in Math to 59%.
- By 2024, Glendover Elementary will increase P/D in Science to 54%.
- By 2024, Glendover Elementary will increase P/D in Social Studies to 55%.
- By 2024, Glendover Elementary will increase P/D in Combined Writing to 50%.
- By 2024, Glendover Elementary will increase Hispanic P/D in Reading to 49%.
- By 2024, Glendover Elementary will increase EL P/D in Reading to 47%.
- By 2024, Glendover Elementary will increase Free/Reduced P/D in Reading to 50%.
- By 2024, Glendover Elementary will increase Hispanic P/D in Math to 33%
- By 2024, Glendover Elementary will increase EL P/D in Math to 37%
- By 2024, Glendover Elementary will increase Free/Reduced P/D in Math to 40%
- By 2024, Glendover Elementary 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.

Educator Beliefs:

- Educators believe in equity and access of opportunity.
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators believe writing is a fundamental need for all students to learn at high levels.

Educator Practices:

- All certified teachers participate in a collaborative team.
- All teams will collaboratively review and reflect on data to inform best writing practices for each student.
- All certified teachers will provide high levels of writing instruction to all students.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? Who is responsible for gathering data?
How frequently will it be analyzed?

- AIMS Web Classroom teachers 3 times annually
- Observation Administrators Monthly; during Admin meetings
- Formative data based on universal rubrics Classroom teachers Weekly; during PLCs

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

- Time is devoted daily to explicit writing instruction and practice, including free writing
- There are diverse approaches to teaching writing, including process instruction strategy instruction and
- Activities and routines are established to help students successfully apply the writing process in an it
- Activities and routines are established to help student incorporate conventional structural elements and
- Computer tools and software are incorporated throughout the writing process to support production of
- Concrete feedback regarding student writing is given by other students and the teacher to support wr
- Activities and routines are established to help students develop and apply knowledge about the conv
- Instruction that aims to help students use textual and other sources of information as content for writi
- Goal setting, performance monitoring, and self-evaluation are key behaviors of accomplished writers
- Students feel comfortable with independently and cooperatively writing and are encouraged to take ri

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The targeted audience is all certified employees.

4f. What **specific** resources are needed to support the professional development?
(staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Staff: Certified teachers

Funding: School-based funds

Technology: Navigator, Shared Google Drive for resources

Instructional Resources: The Writing Revolution & Smeckens Writing Workshop

Professional Learning Support: Ongoing Professional Development, provided at the school level

Release Time: n/a

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Glendover will offer ongoing support through PLC work; to review the DuFour questions as they pertain to Writing instruction and work samples. During PLCs, teachers will review and reflect upon student data and collaboratively work to create plans for each student's needs.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

- Short-Term Changes:
 - Knowledge: Teachers will develop/enhance an understanding for student engagement strategies to improve overall student achievement
- Long-Term Changes:
 - Behavior: Teachers will implement high yield student engagement strategies into daily instruction.
 - Behavior: Teachers will collaboratively plan instruction to include engagement strategies.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Student Outcomes:

- By 2024, Glendover Elementary will increase P/D in Reading to 62%.
- By 2024, Glendover Elementary will increase P/D in Math to 59%.

- By 2024, Glendover Elementary will increase P/D in Science to 54%.
- By 2024, Glendover Elementary will increase P/D in Social Studies to 55%.
- By 2024, Glendover Elementary will increase P/D in Combined Writing to 50%.
- By 2024, Glendover Elementary will increase Hispanic P/D in Reading to 49%.
- By 2024, Glendover Elementary will increase EL P/D in Reading to 47%.
- By 2024, Glendover Elementary will increase Free/Reduced P/D in Reading to 50%.
- By 2024, Glendover Elementary will increase Hispanic P/D in Math to 33%
- By 2024, Glendover Elementary will increase EL P/D in Math to 37%
- By 2024, Glendover Elementary will increase Free/Reduced P/D in Math to 40%
- By 2024, Glendover Elementary 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.

Educator Beliefs:

- Educators believe in equity and access of opportunity.
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators believe writing is a fundamental need for all students to learn at high levels.

Educator Practices:

- All certified teachers participate in a collaborative team.
- All teams will collaboratively review and reflect on data to inform best writing practices for each student.
- All certified teachers will provide high levels of writing instruction to all students.

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? Who is responsible for gathering data? How frequently will it be analyzed?

- Observations and Walkthroughs Administrators Monthly

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

- Provides multiple options for students to engage in learning and demonstrate their progress
- Provides opportunities and supports for students to lead or design their own learning
- Provides positive feedback to encourage student effort
- Communicates warmth and mutual respect in interactions with students
- In ELA: Chooses texts that draws on students cultural and linguistic experiences where students
- In Math: Situates the mathematical concepts and processes within a realistic context to help stud

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience is for all certified employees.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Staff: Certified teachers

Funding: School-based funds

Technology: Shared Google Drive for resources

Instructional Resources: Kagan

Professional Learning Support: Ongoing Professional Development, provided at the school level

Release Time: n/a

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing

supports should be connected to the specific professional development identified as the priority.

Ongoing support for multi-lingual learners

Walkthroughs to target engagement and direct coaching conversations

Get Better Faster framework to assist in coaching conversations

Student engagement focus recurring during faculty meetings

PBIS

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

https://docs.google.com/document/d/1jtlifczRlojDT1UEe5BDP2dCw7o_1IZNV-WSLX7Xd-k/edit