



2020-21 Glendover Elementary Executive Summary

Glendover Elementary School
Catherine Fine
710 Glendover Rd
Lexington, Kentucky, 40502
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. 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 30 languages speaking more than 18 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 into the gym and foods prepared by families are shared with all. Programs include Chorus, Robotics, STLP, Lexington Children's Theater Workshops, Academic Team, World Traveler's Club, Girls on the Run and a Cross Country Team. There are multiple student programs throughout the year Chorus, Band & Orchestra, Science Fair & Science Fun Night, and two Book Fair Nights that allows students to perform for their peers. The Glendover Basketball League, organized by former Glendover parent, Mickey Head, attracts families from all over Lexington. 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, a program in partnership with Hunter Baptist Church that furnishes weekend food, Shop with a Cop which provides holiday support for students, Sweet Blessings which provides birthday cakes for needy children, and our Children's Fund which supports the needs of students (glasses, doctor's visits, and other emergency services). Glendover has a diverse population usually with about 577 students representing 27 countries, with 18 languages spoken. This year, because of the

pandemic and the challenges for remote learning, our enrollment has dropped to approximately 520. Glendover families and staff believe that our school is a microcosm of the world and celebrates its diversity with quarterly assemblies which honor cultures in our buildings and with an annual International Night with a Parade of Nations. DEMOGRAPHICS: Racial balance: 51% White, 12% Black, 21% Hispanic, 10% Asian Students who qualify for Free/reduced meals: 46% English learners: 26% Special Education: 13% FREE/REDUCED MEAL QUALIFIERS: 51% ENGLISH LEARNERS: 35% SPECIAL EDUCATION: 11%

. 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.

Mission - Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Vision - All students will graduate from high school prepared for college and careers, ready to excel in a global society. In order to achieve this, we will foster rich and diverse learning experiences that challenge and inspire, a student-centered school, a culture of caring and mutual respect that supports life-long learning, collaborative family partnerships, and collaborative community partnerships. Belief - Glendover believes that all students deserve a strong academic foundation with a global perspective approach which promotes better understanding and appreciation of other countries and cultural differences. Increased student engagement with technology and a rigorous curriculum aligned to state and national Common Core Standards provide students with many opportunities to prepare for an ever increasing independent world.

. 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.

Glendover was designated a four-star school with high proficiency in reading and math, high proficiency in special academic indicators (science, social studies, and writing), and very high growth. Of note, the growth for our English learners tied for second in the district with 30 out of 31 students demonstrating one or more year's growth on ACCESS.

. **CSI/TSI Schools (including ATSI) 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

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

Glendover takes seriously its mission of preparing students for success in a global society. Our "brand" tells our story. Glendover Elementary School: Education for the Head, Hands and Heart - Where the World comes together to learn! KNOWING (HEAD): Academic Excellence, Independent Thought, Problem Solving DOING (HANDS): Stakeholder Engagement, Collaboration, Creativity BEING (HEART): Responsible Citizenship, Cultural Understanding, Service to Others

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21: Continuous Improvement Diagnostic

Glendover Elementary School
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United States of America

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2020-21 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 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- 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.

Please enter your name and date below to certify.

Catherine E. Fine, Ed.D. - September 8, 2020



2020-21 Needs Assessment

Glendover Elementary School
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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

DATA REVIEW MEETINGS: Faculty (all certified staff) meets weekly. Grade level teams (with Haywood, Instructional Coach) meet weekly. The leadership team (Borough, George, Fine) meets weekly. The SBDM Council (Russell, Busch, Fine, Haywood, Edwards, Phillips, and Waterbury) and SBDM Committees (cross grade-level membership) meet monthly. All meetings are documented with detailed minutes. Review and analysis of overall MAP data (proficiency and growth) by the administration begin as soon as it is received and is shared with the faculty and the SBDM Council. Data is disaggregated by sub-populations (Hispanic, African American, EL, Free/Reduced Lunch, and Disability) and reviewed by small groups in faculty meeting to review five-year trends in proficiency and growth. The information obtained is shared with SBDM Council. The Council takes the information presented and identifies target areas for our Needs Assessment. Data is merged with the current Imagine Learning Benchmark and Classroom Assessment data as we begin to develop a plan to address the needs of all students.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Proficiency: KPREP data is unavailable for this year because it was not administered due to COVID 19. This needs assessment will consist of data from MAP and Imagine Learning. MAP Reading: 63% of our (2-5) students are in the 50%tile or above. Imagine Literacy Fall Benchmark results: Twenty-five percent (25%) of Glendover 2-5 students scored at the distinguished level, 33% scored at the proficient level, 21% scored at the apprentice level, and 21% at the novice level. MAP Math 68% of our (2-5) students are in the 50%tile or above. Imagine Math: 73% of 3-5 students scored at the novice level, 18% scored at the apprentice level, 7% scored at the proficient level, and 2% scored at the distinguished level. Gap Group Populations: Students in Gap Group Populations score significantly lower than their non-Gap Group peers. -Hispanic Students compared to White Students scoring in the 50th percentile or above: 39% lower in reading; 35% lower in math -African American Students compared to White Students scoring in the 50th percentile or above: 37% lower in reading; 36% lower in math These gaps are greater than the gaps at the District level. -Special Education Students compared to Non-Special Education Students scoring in the 50th percentile or above: 32.3% lower in reading; 24.32% lower in math These gaps are lower than the gaps at the District Level. -English Language Learner students compared to English Language Learners students

scoring in the 50th percentile or above: 23% lower in reading; 32% lower in math
These gaps are slightly lower than the gaps at the District level. -Free and Reduced
Lunch students compared to Non-Free and Reduced Lunch students scoring in the
50th percentile or above: 29% lower in reading; 21% lower in math These are slightly
lower than the gaps at the District level. -

Priorities/Concerns

. Clearly and concisely identify 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

READING AND MATH: The overall achievement for our African American and Hispanic students is below the achievement of the white reference group in reading and in math. Gifted and Talented Students have growth percentiles below the 40th percentile in all grades for reading and math. (Reading: 3rd(1%tile), 4th (7%tile), 5th (32%tile) Math: 3rd (1%tile) 4th (20%tile), 5th (12%tile) In the fall of 2020, student achievement and conditional growth has decreased for all students in reading and math. Thirty-eight (38%) of students had low growth and high achievement in math Thirty - two (32%) of students had low growth and high achievement in reading

Trends

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

In math, students scoring in the 50th percentile or above on the MAP assessment has stayed consistent in the last 5 years with a median of 69% of students in the 50th percentile or above. In reading, students scoring in the 50th percentile or above on the MAP assessment has stayed consistent in the last 5 years with a median of 66% of students in the 50th percentile or above. In the Fall of 2020, conditional growth in MAP has dropped for all student groups in math. The conditional math growth of all students has decreased from the 57th percentile fall 2017 to the 45th percentile fall 2020 but has been inconsistent (57%tile, 74%tile, 59%tile, 45%tile). Subpopulation conditional math growth had been on an upward trend before fall 2020 with Hispanic (34 point increase in growth percentile) and Gifted and Talented (32 increase in growth percentile) students having the highest increases in their growth percentiles. The conditional reading growth of all students has increased slightly but has been somewhat inconsistent (23%tile, 65%tile, 29%tile, 42%tile). Subpopulation conditional growth Subpopulation conditional reading growth has been inconsistent even before fall 2020 Hispanic and Free Reduced Lunch students had 65 and 66 point increases respectively in their growth percentiles from fall 2017 to fall 2020 Gifted and Talented students had a 9 point increase of conditional growth from fall 2017 to fall 2020 ELL students had a 25 point increase of conditional growth from fall 2017 to fall 2020.

Potential Source of Problem

. 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 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](#)

Teacher and student clarity of standards, learning progressions, learning intentions, and success criteria to ensure the growth of each individual student including those students who need reteach and extend opportunities KCWP 2: Design and Deliver Instruction Systems of collaboration (classroom teachers, interventionists, gifted and talented teacher) to ensure all students, especially those who are behind grade level, access to instruction that asks them to think and engage deeply with challenging material (TNTP). KCWP 2: Design and Deliver Instruction; Uniform established system for collecting, examining, and interpreting schoolwide/ classroom data to determine priorities for individual student and student group success (emphasis will be placed on reteaching and extend opportunities for students) KCWP 3: Design and Deliver Assessment Literacy; KCWP 4: Review, Analyze and Apply Data

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

GAP group populations have high growth as measured by MAP 63% of Glendover students are in the 50%tile or higher in reading and 64% of Glendover students are in the 50th%tile or higher in math according to MAP. The gap between free and reduced lunch students and nonfree and reduced lunch students (math-21.3%; reading-28.6%) is lower than the District Elementary school gap (math-32.6%; reading-31.1%). Hispanic students have high levels of conditional growth percentiles in reading (86%tile F19, 53%tile F20) and in math (86%tile F19, 60%tile F20).

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Fall 2020 MAP Data		.



2020-21 School Assurances

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2020-21 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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

9. 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

10. If the school is 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

11. If the school is 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

12. If the school is 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

13. If the school is 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

14. If the school is 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

15. If the school is 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

16. If the school is 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

17. If the school is 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

18. 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

19. 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

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

COMMENTS

21. 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

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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

25. 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

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including 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), except that 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

27. 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

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. 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

30. 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

31. 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

32. The school educates teachers, specialized instructional support personnel, principals, and 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

33. 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

34. 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

35. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Professional Development Plan

Glendover Elementary School
Catherine Fine
710 Glendover Rd
Lexington, Kentucky, 40502
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

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

1. What is the school's mission?

Glendover takes seriously its mission of preparing students for success in a global society. Our "brand" tells our story. Glendover Elementary School: Education for the Head, Hands and Heart - Where the World comes together to learn! KNOWING (HEAD): Academic Excellence, Independent Thought, Problem Solving DOING (HANDS): Stakeholder Engagement, Collaboration, Creativity BEING (HEART): Responsible Citizenship, Cultural Understanding, Service

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 priorities** for

professional development that support continuous improvement?

READING AND MATH: The overall achievement for our African American and Hispanic students is below the achievement of the white reference group in reading and in math. Gifted and Talented Students have growth percentiles below the 40th percentile in all grades for reading and math. (Reading: 3rd(1%tile), 4th (7%tile), 5th (32%tile) Math: 3rd (1%tile) 4th (20%tile), 5th (12%tile) In the fall of 2020, student achievement and conditional growth has decreased for all students in reading and math. Thirty-eight (38%) of students had low growth and high achievement in math Thirty - two (32%) of students had low growth and high achievement in reading

3. How do the identified **top two priorities** of professional development relate to school goals?

Priority 1: KCWP 1 Design and Deploy Standards-Continue to refine our planning process to ensure that all students are being taught the Kentucky Academic Standards with fidelity. Priority 2: KCWP 2 Design and Deploy Instruction-Establish a process to ensure that teachers scaffold instruction to ensure that all students have access to grade-level content.

4a. For the first priority need, 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.

Priority 1: KCWP 1 Design and Deploy Standards-Continue to refine our planning process to ensure that all students are being taught the Kentucky Academic Standards with fidelity. The changes that have been made in order to meet the goal include creating time in the master schedule for teachers to collaboratively plan with the instructional coach, and involving teachers in the planning process with the instructional coach guiding the essential standards work.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our intended results are to increase student achievement and conditional growth in the areas of math and reading as it is outlined in the CSIP. Instructional practices will be strengthened through the process of identifying essential standards and tracking student progress. The scheduled planning with the curriculum coach will provide staff with the opportunity to find refine planning to build resources to target instruction and assessment based on the identified essential standards.

4c. 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.

Indicators of success will be visible in lesson plans, assessments that target essential standards, and differentiated activities to scaffold all learners.

4d. Who is the targeted audience for the professional development?

The instructional staff at Glendover is the targeted audience for the professional development.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, principal, assistant principal and curriculum coach will be impacted by this component of professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The principal and SBDM supported funding for the curriculum coach's position. The principal designated time in the master schedule to support the professional development.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The ongoing supports provided for professional development implementation are coaching, professional learning communities, grade level team meetings with the curriculum coach and administration, team lead meetings, and monitoring on lesson plans and instruction by the administration.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored for evidence of implementation by the curriculum coach and administration. Student achievement data, such as MAP growth, Imagine Learning growth, unit assessments and formative assessments will be collected to reflect level of implementation.

5a. For the second priority need, 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.

Priority 2: KCWP 2 Design and Deploy Instruction-Establish a process to ensure that teachers scaffold instruction to ensure that all students have access to grade-level content. The leadership team developed job-embedded professional learning to target the school goals. The professional learning series took place in the form of professional development during staff meetings once or twice per month, based on the school calendar.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of the job-embedded professional learning is to increase student achievement and teacher efficacy.

5c. 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.

The indicators of success will be monitored by a staff survey and student achievement data. The staff survey was completed in January 2021. Another survey will be sent in March and May to gauge progress, and make improvements to the job-embedded professional learning.

5d. Who is the targeted audience for the professional development?

The Glendover instructional staff is the targeted audience for the professional development.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, principal, assistant principal and curriculum coach will be impacted by this component of professional development.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The principal and SBDM supported funding for the curriculum coach's position. The principal designated time during faculty meetings to support the job-embedded professional development.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The ongoing supports provided for professional development implementation are coaching, professional learning communities, grade level team meetings with the curriculum coach and administration, team lead meetings, and monitoring on lesson plans and instruction by the administration.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored for evidence of implementation by the administration and curriculum coach. Staff surveys, and student achievement data, such as MAP growth, Imagine Learning growth, unit assessments and formative assessments will be collected to reflect level of implementation.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Closing the Achievement Gap

Glendover Elementary School
Catherine Fine
710 Glendover Rd
Lexington, Kentucky, 40502
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Gap Demographics: Free/Reduced Lunch - 257 (50.9%); English Learners - 176 (34.85%); Special Education - 61 (12.08%); Hispanic - 111 (21.98%); Black - 60 (11.88%); See spreadsheet attached.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Glendover is intentional in providing an environment that is conducive to learning for all students. As part of PBIS, students are rewarded and positively reinforced for demonstrating appropriate behaviors across all settings. We want to make sure that Glendover is safe, respectful, structured and routine so that students can learn and teachers can teach. As a way to build partnerships with families which has a direct impact on climate and culture, we have increased the number of ESL teachers. This enables each teacher to be responsible for one grade level where he/she is able to build relationships with the students and their families. Family Engagement Nights/Events are intentionally planned to ensure that families feel welcome and supported, that they are kept informed about their child's progress, and understand ways they can help their children at home.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Social studies is a strength area for Glendover. The proficiency for our English Learners from 2015-2016 to 2017-2018 progressed from 10.0% to 54.2% and from 61.9% to 66.7% for our Hispanic students. Hispanic students also progressed in math, increasing in proficiency from 44.1% to 44.6%. Even though our gap students consistently perform higher than the district and the state, we are losing ground with these populations. Proficiency regressed for all gap populations for all content except what was noted above.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Social studies is a strength area for Glendover. The proficiency for our English Learners from 2015-2016 to 2017-2018 progressed from 10.0% to 54.2% and from 61.9% to 66.7% for our Hispanic students. In math, Hispanic students progressed from 44.1% to 44.6%, English Learners progressed from 27.1% to 30.8%, and Black students progressed from 40.7% to 45.8% between 2015-2016 and 2017-2018.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the

previous two academic years when analyzing trends.

Since 2015-2016, our gap groups have regressed across all content areas. In reading, we have seen regression in proficiency from 61.1% to 49.3% for students qualifying for free/reduced lunch; from 52.5% to 38.5% for Hispanics; from 25.0% to 15.4% for English Learners; and from 32.0% to 23.1% for students with disabilities. In mathematics, we have seen regression in proficiency from 57.5% to 45.1% for students qualifying for free/reduced lunch; and from 28.0% to 19.2% for students with disabilities. Writing scores have been significantly below reading scores for all students. Within the gap populations, students qualifying for free/reduced lunch regressed from 42.9% to 36.4% and Hispanic students regressed from 40.0% to 33.3% between 2015-2016 and 2017-2018.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Glendover's population of English Learners continues to increase. We currently have 179 active English Learners and 234 students for whom English is not their first language. Our long-term English Learners, primarily our Hispanic students, reach a proficiency level at which they should be able to access academic language, but these students typically plateau in grades 3-5, despite focused EL services, out of school opportunities, and co-teaching. Many of Glendover's English Learners are children of post-doctoral fellows at the University of Kentucky. Their tenure at Glendover ranges from 1-3 years. We have a high turnover of students in January-February because of differences in the Asian school calendars. For the same reason, we receive an influx of English Learners from February-May. These students use some of their exemption time because of this and are therefore less proficient in English when they are required to take the state-required assessments. Glendover's free/reduced student population has become more transient and we are receiving more students who arrive in grades 3-5 with little or no education (primarily from the Middle East, Africa, and Nepal). These students are making gains, but their progress is not fast enough to be measurable on the standardized tests they are required to take after one year of education. In addition, we are seeing more families in crisis. Families are moving frequently to make ends meet, some are considered homeless when they have to move in with a relative, and we are seeing more cases of domestic violence within our African (not African American) and Hispanic populations. When a family is struggling to put food on the table and a roof over their heads or fear that immigration will come knocking on their doors at any minute, how the child is performing in school does not take the highest priority.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The SPS, MTSS, and ARC processes are used to identify students needing support in order to succeed in school. Teachers or parents can bring concerns about students (medical, social, emotional, physical, family) to our Systematic Problem Solving Team (chaired by Meghan Borough, our Child Guidance Specialist) which screens the concerns to determine where the specific concerns need to be addressed. These concerns may be referred to Krista Mason (FRC Coordinator) who addresses family needs such as food, rent, glasses, etc., Amanda O'Neal (District Mental Health Specialist) who addresses social/emotional needs, Allison George (PGE Coach), who works with students requiring 504 plans and on attendance, Meghan Borough (Child Guidance Specialist), who works with students who need tiered intervention for behavior, and have emotional needs based on family situations such as death, divorce, or bullying, or Katherine Forgy (School Psychologist) who serves as our resource for meeting the needs of students who may require specially designed instruction. If concerns are related to a child's academic progress, these are addressed through MTSS Focus Sessions (chaired by Tara Haywood, Instructional Coach) which lead to multi-tiered support. Intervention plans are developed for academics and behavior, students are progress monitored, and decisions regarding specific skill deficits are made. Our two tier 3 interventionists (Karen Dove, RTA Teacher, and Instructional Coach, Tara Haywood) deliver services to those students requiring the most support. Parents are considered partners and are kept informed every step of the way. If it is determined that tiered support is not successful, the team meets with Andrea Pickard (ACC Facilitator) to determine next steps for a possible referral to special education.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Professional development for the 2020-2021 academic year centered around teaching and learning in a virtual environment and addressing students mental

health issues related to not being in person in school. PD included Instructional strategies to reach students in multiple instructional settings; assessing student understanding in a variety of instructional settings, differentiating instruction in a variety of instructional settings and promoting student self-efficacy and independence through student goal setting. Teachers were trained. The district is providing three sessions of summer school to help those students who have struggled to be successful in a virtual environment. All students have had access to 1:1 computing and ESL teachers met daily with these students to monitor progress and to provide direct instruction on the upcoming week's skills.

ATTACHMENTS

Attachment Name

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase proficiency in reading for students who qualify for free/reduced lunch from 49.3% to 54.0% and in math from 45.1% to 49.6% by May 2021 as measured by state-required academic assessments; Increase the percent of English Learners who make expected growth in English proficiency from 11.1% to 19.9% by May 2021 as measured by state-required ACCESS assessment; Increase proficiency in reading for students with disabilities from 23.1% to 30.8% and in math from 19.2% to 27.4% by May 2021 as measured by state-required academic assessments.

ATTACHMENTS

Attachment Name

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Closing the Achievement Gap Summary is attached. This spreadsheet contains the Key Core Work Process Strategies and Activities chosen by the SBDM Council to address closing the achievement gaps at Glendover. Strategies chosen for gap closure are KCWP 2: Design and Delivery of Instruction; KCWP 4: Review, Analyze, and Apply Data; and KCWP 6: Establishing Learning Culture and Environment. Activities designed to help us close the achievement gap are focused on processes to be more focused and intentional about teaching the standards and evidence-based conditions (SIOP and CHETL) to ensure that the needs of all students are being met.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Glendover Achievement Gap Group Identification		• I
 Glendover Gap Goals Summary 2020-2021		• III
 Glendover PD Plan 2020-2021		• II.G

1.Proficiency Goal

Goal 1: Increase proficiency in combined reading and mathematics from 60.4% to 69.6% by May 2021 as measured by state-required academic assessments.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase proficiency in mathematics from 67.9% to 69.4% by May 2019 as measured by state-required academic assessments.</p> <p>Objective 2: Increase proficiency in reading from 66.8% to 68.3% by May 2019 as measured by state-required academic assessments.</p>	<p>KCWP 1: Design and Deploy Standards Continue to refine our planning process to ensure that all students are being taught the Kentucky Academic Standards with fidelity.</p>	<p>Process: The Leadership Team will meet monthly with grade level teams to assess, review, and revise school curricula in order to monitor alignment between reading and mathematics standards, assessments, and learning targets.</p> <ul style="list-style-type: none"> • Teachers will evaluate lessons to ensure that they are aligned with the Kentucky Academic Standards in reading and mathematics and adjust lessons to ensure that the standards are being taught to the 	<p>Master Grade-Level Schedules</p> <p>PLC Agendas and Minutes</p> <p>Teacher Unit and Daily Lesson Plans</p> <p>Walkthroughs and Observations</p> <p>Assessment Data</p> <p>Standards Mastery Matrices</p>		<p>SEC 6 and Title I funds for teacher release days</p>

	<p>KCWP6: Establishing Learning Culture and Environment: Create a learning environment in which all students know that they are</p>	<p>appropriate level of rigor.</p> <p>Practice: Grade level teams will meet weekly to plan instruction to ensure that:</p> <ul style="list-style-type: none"> ● there is congruence between standards, assessment measures, and learning targets. ● students understand the success criteria within each learning target. ● assignments and activities reflect the learning targets. ● students have had the opportunity to learn. ● formative assessment measures are documented within lesson planning practices, and the results of these assessments are used to inform instruction. ● there is a consistent school-wide process for monitoring individual student progress toward mastery of the standards. <p>Practice: The Leadership team, with staff input, will develop a master schedule that maximizes access to appropriate grade-level Tier 1 instruction for all students</p>			
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	<p>safe and that they have equitable access to highly effective, culturally responsive, evidence-based instruction (academic, social, emotional, and physical).</p> <p>KCWP 4: Review, Analyze and Apply Data: Develop a system for examining and interpreting all data in their classrooms (e.g, formative, summative, benchmark, and interim assessment data) in order to determine instruction necessary for student success.</p>	<p>in reading and math.</p> <p>Practice: Teachers will provide students with timely and meaningful feedback in academics and behavior to improve our culture for learning and to facilitate their mastery of grade-level standards and improve student achievement. Resources will include, but are not limited to, Class Dojo, High-Yield Instructional Strategies, and multiple opportunities to demonstrate mastery of learning targets.</p> <p>Process: Develop a school-wide process that facilitates triangulated data analysis that enables teachers to make classroom and individual instructional decisions and that ensures students make continuous progress toward mastery of the standards.</p>			<p>Title I funds for PD in High Yield Strategies</p>
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2. Separate Academic Indicators

Goal 2: Increase proficiency in combined separate academic indicators from 60.4% to 69.6% by May 2021 as measured by state-required academic assessments.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work</i></p>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful</i></p>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for</p>
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<p>Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • 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 	<p>resource. Provide a brief explanation or justification for the activity.</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase proficiency in Science from 43.4 to 46.0% by May 2019 as measured by state-required academic assessments.</p> <p>Objective 2: Increase proficiency in Social Studies from 70.4% to 71.7% by May 2019 as measured by state-required academic assessments.</p> <p>Objective 3: Increase proficiency in Writing from 62.2% to 63.9% by May 2019 as measured by state-required academic assessments.</p>	<p>KCWP 1: Design and Deploy Standards Continue to refine our planning process to ensure that all students are being taught the Kentucky Academic Standards with fidelity.</p>	<p>Process: The Leadership Team will meet monthly with grade level teams to assess, review, and revise school curricula in order to monitor alignment between the standards, assessments, and learning targets.</p> <ul style="list-style-type: none"> • Teachers will evaluate Amplify science lessons to ensure that they are aligned with the Kentucky Academic Standards and adjust lessons to ensure that the standards are being taught to the appropriate level of rigor. • Teachers will plan social studies units/lessons that are aligned with the new Social Studies 	<p>Master Grade-Level Schedules</p> <p>SBDM Council Minutes and Budget</p> <p>PLC Agendas and Minutes</p> <p>Teacher Unit and Daily Lesson Plans</p> <p>Walkthroughs and Observations</p> <p>Assessment Data</p> <p>Standards Mastery Matrices</p>		<p>SEC 6 funds targeted for social studies resources with a priority given to 5th grade</p> <p>District-funded PD for implementation of</p>

		<p>Kentucky Academic Standards</p> <ul style="list-style-type: none">• The Curriculum Committee will revise the school-wide Writing Policy to ensure that teachers are teaching writing that supports the state-required science and writing assessments. <p>Process: The SBDM Council and an Ad Hoc Social Studies Committee will review the new social studies curriculum and prioritize resources necessary to teach these standards with fidelity.</p> <p>Practice: Grade level teams will meet weekly to plan instruction to ensure that:</p> <ul style="list-style-type: none">• there is congruence between standards, assessment measures, and learning targets.• students understand the success criteria within each learning target.• assignments and activities reflect the learning targets.• students have had the opportunity to learn.• formative assessment measures are			Amplify and new social studies standards
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	<p>KCWP6: Establishing Learning Culture and Environment: Create a learning environment in which all students know that they are safe and that they have equitable access to highly effective, culturally responsive, evidence-based instruction (academic, social, emotional, and physical).</p>	<p>documented within lesson planning practices, and the results of these assessments are used to inform instruction.</p> <ul style="list-style-type: none"> ● there is a consistent school-wide process for monitoring individual student progress toward mastery of the standards. <p>Practice: The Leadership team, with staff input, will develop a master schedule that maximizes access to appropriate grade-level Tier 1 instruction for all students in science, social studies, and writing.</p> <p>Practice: Teachers will provide students with timely and meaningful feedback in academics and behavior to improve our culture for learning and to facilitate their mastery of grade-level standards and improve student achievement. Resources will include, but are not limited to, Class Dojo, High-Yield Instructional Strategies, and multiple opportunities to demonstrate mastery of</p>			<p>Title I funds for PD in High Yield Strategies</p>
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		learning targets.		
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3. Growth

Goal 3: Increase Glendover's growth indicator score from 70.6 to 76.5 by May 2021 as measured by state-required academic assessments.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase our growth indicator score for mathematics from 65.6 to 68.2 by May 2020 as measured by state-required academic assessments.</p> <p>Objective 2: Increase our growth indicator score for reading from 64.9 to 68.5 by May 2020 as measured by state-required academic assessments.</p>	<p>KCWP 4: Review, Analyze and Apply Data: Develop a system for examining and interpreting all data in their classrooms (e.g, formative, summative, benchmark, and interim assessment data) in order to determine instruction necessary for student success.</p>	<p>Process: Develop a school-wide process that facilitates triangulated data analysis that enables teachers to make classroom and individual instructional decisions and that ensures students make continuous progress toward mastery of the standards.</p> <p>Practice: The MTSS Committee will establish a process to ensure that students performing below</p>	<p>Assessment Data (formative, summative, benchmark, MAP, FAST)</p> <p>PLC Agendas and Minutes</p> <p>PD in scaffolding instruction and SiOP (sign-in sheets)</p> <p>Imagine Learning and other computer-assisted learning reports</p>		<p>Title I and ESS funds for Imagine Learning Site License</p>

<p>Objective 3: Maintain our growing indicator score of 130.0 for ACCESS by May 2020 as measured by state-required academic assessments.</p>	<p>KCWP 2: Design and Deploy Instruction: Establish a process to ensure that teacher scaffold instruction to ensure that all students have access to grade-level content.</p>	<p>proficiency in reading and math have before and/or after school opportunities to improve on targeted deficit skills.</p> <p>Practice: All teachers will plan and deliver instruction using Sheltered Instruction Observation Protocol (SIOP) strategies to increase student engagement and access to grade-appropriate core content.</p> <p>Practice: Continue to provide opportunities for students to receive scaffolded grade-level instruction through co-teaching and targeted pull-out to facilitate language acquisition and to address specific skill deficits.</p>			<p>Staffing Allocation and Title I</p>
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4. Achievement Gap

Goal 4: Increase the proficiency in combined reading and mathematics for economically-disadvantaged students from 52.4% to 56.8% by May 2021 as measured by state-required academic assessments.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase proficiency for economically-disadvantaged students in reading from 51.0% to 53.2% by May 2020 as measured by state-required academic assessments</p> <p>Objective 2: Increase proficiency for economically-disadvantaged students in mathematics from 53.8% to 55.9% by May 2020 as measured by state-required academic assessments</p>	<p>KCWP 2: Design and Deliver Instruction: Establish a practice to ensure that students understand where they are going, where they are currently, and how they will close the gap.</p>	<p>Process: Implement a process for student goal setting based on formative assessment data that ensures students are able to articulate current academic performance and steps necessary for improvement.</p> <p>Practice: Teachers will provide timely and specific academic feedback and provide multiple opportunities for students to demonstrate mastery of the standards.</p> <p>Practice: Teachers of students in grades 3-5 will conduct at least one student-led conference during which students will</p>	<p>Student goal setting notebooks</p> <p>Student-led conference sign in sheets</p> <p>Walkthroughs and Observations documenting frequency and type of feedback</p> <p>Classroom and intervention data (formative, summative, intervention program, FAST)</p>		

	<p>KCWP 2: Design and Deploy Instruction: Establish a process to ensure that teacher scaffold instruction to ensure that all students have access to grade-level content.</p>	<p>explain their academic progress to parents.</p> <p>Practice: All teachers will plan and deliver instruction using Sheltered Instruction Observation Protocol (SIOP) strategies to increase student engagement and access to grade-appropriate core content.</p> <p>Practice: Continue to provide opportunities for students receive scaffolded grade-level instruction through co-teaching and targeted pull-out to facilitate language acquisition and to address specific skill deficits.</p>			<p>Staffing Allocation and Title I</p>
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5. School Culture

Goal 5: Improve the school culture for students and staff at Glendover as measured on the Impact Survey.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 	<p>Literacy Classroom Activities</p> <ul style="list-style-type: none"> KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 				
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase teacher ownership over their instructional practices and student achievement.</p> <p>Objective 2: Increase student ownership over learning.</p>	<p>KCWP6: Establishing Learning Culture and Environment: Create a learning environment in which all students know that they are safe and that they have equitable access to highly effective, culturally responsive, evidence-based instruction (academic, social, emotional, and physical).</p>	<p>Practice:</p> <ul style="list-style-type: none"> Professional Learning Sessions provided twice a month at faculty meetings focused on student centered instruction Teacher choice will be incorporated into the professional learning sessions along with opportunities for feedback. <p>Practice:</p> <ul style="list-style-type: none"> Monthly leadership meeting with grade level team leads to increase staff collaboration. <p>Practice:</p> <ul style="list-style-type: none"> Provide students with a choice in activity, task, or project monitored by admin in February, March, April, and May. Activity, task, or 	<ul style="list-style-type: none"> Staff survey in January 2021 and May 2021 Student survey in January 2021 and May 2021 	<p>Staff Survey Student Survey</p>	<p>Staffing Allocation and Title I</p>

		project will include a rubric that allows for peer feedback.			
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