

Glendover Elementary School Comprehensive School Improvement Plan



Glendover Elementary School
SCHOOL

Catherine E. Fine, Ed.D.
PRINCIPAL

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500 Mero Street
Frankfort, Ky. 40601

Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive School Improvement Planning Framework* (2003). It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Glendover Elementary School

School

2-15-11

Date

Catherine E. Fine, Ed.D.

Principal

Note: Although the Assurance Certification is not included in the school's Comprehensive School Improvement Plan, the assurances for the categorical programs listed on the previous page should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances are in Part II of the Comprehensive School Improvement Planning Guidebook (2003) and can be downloaded from the Comprehensive School Improvement Planning web page at <http://www.kde.state.ky.us/olsi/comp/Emanual/default.asp>

EXECUTIVE SUMMARY

Glendover Elementary School

MISSION STATEMENT

The mission of Glendover Elementary School is to continue the tradition of educational excellence through the development of responsible and self-sufficient individuals within an integrated global studies approach. While developing students with a strong academic foundation, the global perspective approach promotes better understanding and appreciation of other countries and cultural differences. Students have many opportunities to prepare for an increasingly interdependent world through the utilization of school themes and a curriculum enriched with updated and multicultural instructional materials and advance technology.

PROCESS OF DEVELOPING THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

❖ How Planning and Needs Assessment Teams Were Organized:

Planning and Needs Assessment Teams were organized using the School-Based Decision-Making (SBDM) Council committee structure. The standing committees are School Climate and Communication; Planning, Budget and Technology; Staff Development; Curriculum and Global Studies. Membership on these committees consists of administrators, teachers, and parents/community stakeholders.

❖ Members/Representative Groups Who Served on Planning and Needs Assessment Teams

Members/representative groups who served on the Planning and Needs Assessment Teams are listed on page 8 of the summary.

❖ **How the Needs of the School or District Were Determined**

The above-mentioned committees analyzed test data to identify trends, patterns, problems, causes or contributing factors / needs. Issues related to the fulfillment of state and federal planning requirements were also addressed. After the Needs Analysis was complete the committees formulated key findings. The committees used the key findings to formulate priority needs. In reviewing the priority needs it was decided to address the following components: Student Achievement with a separate action components for Equity and Parent Involvement goals. The draft plan was reviewed by the SBDM Council, faculty, and PTA. After all revisions were completed, the plan was approved by the SBDM Council and submitted to the Fayette County Board of Education.

❖ **How Goals and Strategies Were Decided Upon**

The Planning and Budget Committee met and reviewed the present Comprehensive School Improvement Plan to determine what needs continued to exist or had not been implemented. All committees were given the KDE Needs Assessment questions to complete. Then each committee was given a packet of data from several different sources to review and find the Key Findings. After input from faculty meetings, team meetings, and committee meetings: the Budget, Planning and Technology Committee took all data and assessed the priority needs of the school. The Action Components were chosen along with goals and objectives. Causes and contributing factors were used to help develop the strategies to go along with the objectives to be implemented.

❖ **What Implementation of the Plan is Expected to Achieve**

The implementation of the plan is expected to lead to higher student achievement. It is also expected to show the needs of the individual students and the needs of the whole school. The purpose of the Comprehensive School Improvement Plan is to enlighten the faculty and staff of how the school functions and what the needs are in relation to the student's success and achievement rate.

❖ **What Process was Used for Internal Review of the Plan**

The district's external and internal facilitators worked together to complete the portions of the plan for which the Planning and Budget committee did not have information. The faculty and SBDM council then reviewed for corrections and additional comments. The plan went to the Comprehensive School Improvement Plan Review Team at Central Office for further input and was returned to the school for corrections. The SBDM Council then came to a consensus to accept the plan and submit it to the Fayette County Board of Education for approval.

❖ **How Public Comment was Secured and What Response was Made**

Public comment was secured through the discussions and voting process which took place at the SBDM council monthly meetings. It is also assured that all committee meetings at Glendover Elementary School are open to the public. Copies of the approved Comprehensive School Improvement Plan will be available for all interested stakeholders for review.

❖ **How Comprehensive School Improvement Planning Will be Ensured in the Future:**

The Kentucky State Department of Education will have Policies and Procedures that individual schools will need to follow in developing a Comprehensive School Improvement Plan. Each individual school will always be responsible for planning and implementing goals, objectives, and strategies to assure the success of their students. Also, programs are in place to help districts and schools assess themselves each year which will enable schools to maintain and raise their standards. As more teachers and staff understand the purpose of the Comprehensive School Improvement Plan, its usefulness will become clearer.

COMMUNICATION PLAN

❖ How will the Comprehensive School Improvement Plan and Other Important Information Be Shared with Stakeholders?

The Comprehensive School Improvement Plan will be made available to all stakeholders. Copies will be kept in the school office and library for stakeholders to review and additional copies will be given to members of the faculty, SBDM Council, and the PTA President. The Comprehensive School Improvement Plan will be placed in the school teacher's folder on the school's T Drive and school's web page. Each stakeholder will also have the opportunity to assess the effectiveness of the plan and how the goals of the school are progressing on a monthly basis through committee meetings, faculty meetings, team meetings, and SBDM Council meetings.

❖ How will Input Continue to be Gathered from Stakeholders?

Impact statements will be taken at three different times during the year to assess progress. Also, the committees can assess the school success at any time during the year to determine any additional needs. At this time the plan can be adjusted to meet the needs of the school determined by the data collected.

**GLENDOVER ELEMENTARY SCHOOL
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

**SCHOOL ASSURANCE REVIEW
SCHOOL YEAR 2010-2011**

The Glendover Global School School Based Decision Making Council and the school planning committees reviewed the Assurances in the *Comprehensive School Improvement Planning Framework* (2003) prior to approval of our plan.

Catherine E. Fine, Ed.D.
Chairperson, SBDMC

February 15, 2011
Date

Mark Rose, Intermediate PSA
Chairperson, School Planning Committee

February 1, 2011
Date

Plan Approved by the School Council:

Date

2-15-2011

School Council Members:

Catherine E. Fine, Principal	
Elizabeth Bowers, Teacher	
Holly Hestand, Teacher	
Lauren Rister, Teacher	
David Cohen, Parent	
Richard Smith, Parent	

Glendover SBDM Committees

Curriculum

Kindergarten	Jessica McClintock
First	Juliet Hardesty
Second	Laura Chappell
Third	Audra Brooks
Fourth	Ashley Fletcher
Fifth	Molly Fay
Special Areas	Betty Snyder Nuria Faig Hillary McWhorter
Special Education	Barbara Grossman
Other Areas	Mark Rose – PSA, Chair

School Climate

Kindergarten	Helen Anyaegbunam
First	Jan Lane
First	Matthew Davis
Second	Felicia Grundy
Third	Faye Johnson
Fourth	Lauren Rister
Special Education	David Fromke
Special Areas	Julie Gann Janie DeLong
Other Areas	Mary Lou Bailey Eileen McCann Meghan Borough – Counselor, Chair

School Leadership Team

Catherine Fine	Mark Rose
Karen Dove	Meghan Borough
Ellen Stonecipher	

Planning, Budget, and Technology

Kindergarten:	Holly Hestand
First	Erica Bethel
Second	Carol Townsend
Third	Bretta Hulcha
Fourth	Elizabeth Bowers
Fifth	Tracy Ellis
Special Areas	Joann Bender Julie Miller
Special Education	Tonya Painter Lori Seekford
Other Areas	Catherine Fine – Principal, Chair

Communications

Preschool	Kathleen Gunning
Kindergarten	Carly Janes
First	Cindy Meadows
Second	Ann Preston
Third	Carol Royse
Fourth	Nova Pleman
Fifth	YoungDo Lee
Special Areas	Matthew Pennewell Joy Buckingham Janet Geissler Anna Deitsch
Other Areas	Karen Dove – PSA, Chair

PTA Board

Lorie Averitt, President	Angela Carlos
Eryn Arnold	Liz Miller
Julie Thornhill	Charlotte Manno

Reading

Evidence of Priority Need	Objective(s) with Measures of Success
Reading <ul style="list-style-type: none"> ➤ 16% of 3rd graders scored below the proficient level ➤ 1% of 4th graders scored below the proficient level ➤ 15% of 5th graders scored below the proficient level ➤ 4% of 3rd graders scored in the Novice range ➤ 0% of 4th graders scored in the Novice range ➤ 3% of 5th graders scored in the Novice range 	Reading <ul style="list-style-type: none"> ➤ Decrease third graders scoring below proficient level from 16% to 9% ➤ Decrease fourth graders scoring below proficient level from 1% to 0% ➤ Decrease fifth graders scoring below proficient level from 15% to 10% ➤ Decrease third graders scoring in novice range from 4% to 0% ➤ Decrease fifth graders scoring in novice range from 3% to 0%
<ul style="list-style-type: none"> • Gender Gap – 4% 	Gender Gap – 0%
<ul style="list-style-type: none"> ➤ 95% proficient/distinguished – Female ➤ 91% proficient/distinguished - Male 	<ul style="list-style-type: none"> ➤ Increase percent of males scoring proficient/distinguished from 91% to 94%
<ul style="list-style-type: none"> • Socio-Economic Status Gap - 18% 	Socio-Economic Status Gap – 9%
<ul style="list-style-type: none"> ➤ 96% proficient/distinguished - Free/Reduced Lunch Not Approved ➤ 78% proficient/distinguished - Free/Reduced Lunch Approved 	<ul style="list-style-type: none"> ➤ Increase percent of students approved for free or reduced lunch scoring proficient/distinguished from 78% to 87%
<ul style="list-style-type: none"> • Disability Gap – 60% 	Disability Gap – 30%
<ul style="list-style-type: none"> ➤ 93% proficient/distinguished – No Disability Identified ➤ 33% proficient/distinguished – Disability Identified 	<ul style="list-style-type: none"> ➤ Increase percent of students identified with a disability scoring proficient/distinguished from 33% to 63%
<ul style="list-style-type: none"> • LEP - 14% 	LEP – 7%
<ul style="list-style-type: none"> ➤ 93% proficient/distinguished – Not LEP ➤ 79% proficient/distinguished - LEP 	<ul style="list-style-type: none"> ➤ Increase percent of LEP students scoring proficient distinguished from 79% to 86%

Writing On Demand

Evidence of Priority Need	Objective(s) with Measures of Success
Writing On Demand <ul style="list-style-type: none"> ➤ 29% of 5th graders scored below Proficient ➤ 7% scored in the Novice range 	Writing On Demand <ul style="list-style-type: none"> ➤ Decrease fifth graders scoring below proficient from 29% to 15% ➤ Decrease fifth grades scoring Novice from 7% to 3%
<ul style="list-style-type: none"> • Gender Gap – 21% <ul style="list-style-type: none"> ➤ 82% proficient/distinguished - Female ➤ 61% proficient/distinguished - Male 	Gender Gap - 12% <ul style="list-style-type: none"> ➤ Increase percent of males scoring proficient/distinguished from 61% to 71%
<ul style="list-style-type: none"> • Socio-Economic Status Gap - 33% <ul style="list-style-type: none"> ➤ 83% proficient/distinguished - Free/Reduced Lunch Not Approved ➤ 50% proficient/distinguished - Free/Reduced Lunch Approved 	Socio-Economic Status Gap - 17% <ul style="list-style-type: none"> ➤ Increase percent of students approved for free or reduced lunch scoring proficient/distinguished from 50% to 67%
<ul style="list-style-type: none"> • Disability Gap – 59% <ul style="list-style-type: none"> ➤ 76% proficient/distinguished – No Disability Identified ➤ 17% proficient/distinguished – Identified Disability 	Disability Gap – 30% <ul style="list-style-type: none"> ➤ Increase percent of students identified with a disability scoring proficient/distinguished from 17% to 47%
<ul style="list-style-type: none"> • LEP Gap – 46% <ul style="list-style-type: none"> ➤ 75% proficient/distinguished - Not LEP ➤ 29% proficient/distinguished - LEP 	LEP Gap – 23% <ul style="list-style-type: none"> ➤ Increase percent of LEP students scoring proficient/distinguished from 29% to 52%

Mathematics

Evidence of Priority Need	Objective(s) with Measures of Success
Mathematics <ul style="list-style-type: none"> ➤ 15% of 3rd graders scored below Proficient ➤ 4% of 4th graders scored below Proficient ➤ 11% of 5th graders scored below Proficient ➤ 5% of 3rd graders scored in the Novice range ➤ 3% of 4th graders scored in the Novice range ➤ 8% of 5th graders scored in the Novice range 	Mathematics <ul style="list-style-type: none"> ➤ Decrease percent of third graders scoring below Proficient from 15% to 7% ➤ Decrease percent of fourth graders scoring below Proficient from 4% to 0% ➤ Decrease percent of fifth-graders scoring below Proficient from 11% to 5% ➤ Decrease percent of third graders scoring in the Novice range from 5% to 0% ➤ Decrease percent of fourth graders scoring in the Novice range from 3% to 0% ➤ Decrease percent of fifth-graders scoring in the Novice range from 8% to 0%
<ul style="list-style-type: none"> • Gender Gap – 4% <ul style="list-style-type: none"> ➤ 94% proficient/distinguished - Female ➤ 90% proficient/distinguished - Male 	Gender Gap – 2% <ul style="list-style-type: none"> ➤ Increase percent of Males scoring proficient/distinguished from 90% to 92%
<ul style="list-style-type: none"> • Socio-Economic Status Gap - 16% <ul style="list-style-type: none"> ➤ 80% proficient/distinguished - Free/Reduced Lunch Not Approved ➤ 96% proficient/distinguished - Free/Reduced Lunch Approved 	Socio-Economic Status Gap – 8% <ul style="list-style-type: none"> ➤ Increase percent of students approved for Free/Reduced Lunch scoring proficient/distinguished from 80% to 88%
<ul style="list-style-type: none"> • Disability Gap – 56% <ul style="list-style-type: none"> ➤ 95% proficient/distinguished – No Disability Identified ➤ 39% proficient/distinguished – Disability Identified 	Disability Gap – 28% <ul style="list-style-type: none"> ➤ Increase percent of students identified with disabilities scoring proficient/distinguished from 39% to 67%
<ul style="list-style-type: none"> • LEP Gap – 12% <ul style="list-style-type: none"> ➤ 93% proficient/distinguished – Not LEP ➤ 81% proficient/distinguished - LEP 	LEP Gap –6% <ul style="list-style-type: none"> ➤ Increase percent of non- LEP students scoring proficient/distinguished from 81% to 87

Science

Evidence of Priority Need	Objective(s) with Measures of Success
Science <ul style="list-style-type: none"> ➤ 5% of 4th graders scored below Proficient ➤ 0% of 4th graders scored in the Novice range 	Science <ul style="list-style-type: none"> ➤ Decrease percent of fourth graders scoring below Proficient from 5% to 0%
<ul style="list-style-type: none"> • Gender Gap – 4% <ul style="list-style-type: none"> ➤ 97% proficient/distinguished - Female ➤ 93% proficient/distinguished - Male 	Gender Gap – 2% <ul style="list-style-type: none"> ➤ Increase percent of males scoring proficient/distinguished from 93% to 95%
<ul style="list-style-type: none"> • Socio-Economic Status Gap - 15% <ul style="list-style-type: none"> ➤ 100% proficient/distinguished - Free/Reduced Lunch Not Approved ➤ 85% proficient/distinguished - Free/Reduced Lunch Approved 	Socio-Economic Status Gap – 7% <ul style="list-style-type: none"> ➤ Increase percent of students not approved for Free/Reduced Lunch scoring proficient/distinguished from 85% to 92%
<ul style="list-style-type: none"> • Disability Gap – 49% <ul style="list-style-type: none"> ➤ 99% proficient/distinguished – No Disability Identified ➤ 50% proficient/distinguished – Disability Identified 	Disability Gap – 25% <ul style="list-style-type: none"> ➤ Increase percent of students identified with a disability scoring proficient/distinguished from 50% to 75%
<ul style="list-style-type: none"> • LEP Gap – 10% <ul style="list-style-type: none"> ➤ 98% proficient/distinguished – LEP ➤ 88% proficient/distinguished – Not LEP 	LEP – 5% <ul style="list-style-type: none"> ➤ Increase percent of LEP students scoring proficient/distinguished from 88% to 93

Social Studies

Evidence of Priority Need	Objective(s) with Measures of Success
Social Studies <ul style="list-style-type: none"> ➤ 14% of 5th graders scored below Proficient ➤ 5% of 5th graders scored in the Novice range 	Social Studies <ul style="list-style-type: none"> ➤ Decrease percent of fifth-graders scoring below Proficient from 14% to 7% ➤ Decrease percent of fifth-graders scoring in the Novice range from 5% to 0%
<ul style="list-style-type: none"> • Gender Gap – 7% <ul style="list-style-type: none"> ➤ 82% proficient/distinguished – Female ➤ 89% proficient/distinguished - Male 	Gender Gap – 4% <ul style="list-style-type: none"> ➤ Increase percent of female fifth-graders scoring in the Proficient/distinguished range from 82% to 86%
<ul style="list-style-type: none"> • Socio-Economic Status Gap - 11% <ul style="list-style-type: none"> ➤ 90% proficient/distinguished - Free/Reduced Lunch Not Approved ➤ 79% proficient/distinguished - Free/Reduced Lunch Approved 	Socio-Economic Status Gap – 6% <ul style="list-style-type: none"> ➤ Increase percent of students approved for Free/Reduced Lunch scoring proficient/distinguished from 79% to 85%
<ul style="list-style-type: none"> • Disability Gap – 74% <ul style="list-style-type: none"> ➤ 91% proficient/distinguished – No Disability Identified ➤ 17% proficient/distinguished – Disability Identified 	Disability Gap – 37% <ul style="list-style-type: none"> ➤ Increase percent of students identified with the disability scoring proficient/distinguished from 17% to 54%
<ul style="list-style-type: none"> • LEP Gap – 16% <ul style="list-style-type: none"> ➤ 71% proficient/distinguished – LEP ➤ 87% proficient/distinguished – Not LEP 	LEP Gap – 8% <ul style="list-style-type: none"> ➤ Increase percent of LEP and Non LEP students scoring proficient/distinguished from 71% to 79%

ACTION COMPONENT: Student Achievement

School

District

Preliminary

Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager: Meghan Borough
 Current Date: February 15, 2011

- ❖ Increase Glendover's overall Academic Index from 113 to 120 and reduce the percentage of Novices in all content areas to insure that we remain on target toward our goal of Proficiency by 2014.
- ❖ Raise the academic achievement of all Glendover students as measured by KCCT, CTBS, SRI, STAR Math, and MST.

Objective 1: Glendover will insure that all students receive our full common core curriculum.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
All teachers will align instruction and assessment to Kentucky’s Program of Studies and Core Content for Assessment and the FCPS Curriculum Map in all assessed content areas.	Long Range Plans Assessment Notebook	Principal PSA	August 2010	Ongoing		PD Funds for Summer Benchmark Assessment Development
All grade levels will develop common unit assessments in all assessed content areas using KCCT-like format and will monitor student progress using the KCCT calculator tool.	KCCT Calculator Scores	PSA Curriculum Specialist	January 2007	Ongoing		
Teachers will utilize a variety of teaching strategies, such as differentiated instruction, flexible grouping, and grade-level teaming, to meet the needs of all students.	Lesson Plans	Classroom Teachers Collaborative Teachers	August 2010	Ongoing		PD Funds for Differentiated Instruction
Teachers will use student achievement data as well as classroom assessments to identify needs, group students for intervention services, and design appropriate interventions to meet individual student needs.	KCCT-like assessments PAS Success Maker	Classroom Teachers PSA	August 2010	Ongoing		
<i>Structure of Service Delivery - Restructure school schedule to provide opportunities for students to be flexibly grouped by skills and have time set aside in the schedule when these skills will be re-taught</i>						

<i>Structure of Service Delivery - Restructure how support staff is used to deliver instruction (push-in rather than pull-out) for students who need support in grade level content in the classroom.</i>						
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ACTION COMPONENT: Student Achievement

 School

 District

 Preliminary

 Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager: Meghan Borough
 Current Date: February 15, 2011

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Objective 2: Explore programs that target increased student performance in core content areas.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
Students below grade level will utilize Success Maker for reading and math to advance their skills in these areas.	Success Maker Progress Reports Classroom Progress Reports	Classroom teacher	August 2010	Ongoing		SCIF
The computer resource specialist will investigate programs aimed at increasing student performance in core content areas and recommend programs that will enable teachers to meet the individual needs of students.		Computer Resource Specialist				
<i>Reading Support - Use Successmaker Reading, Education City, BrainPop, Accelerated Reader and interactive technology to provide individualized practice based on the individual needs of students.</i>	<i>Training in administrative functions of programs so that teachers can use data to plan next steps in instruction.</i>					
<i>Math Support - Use Successmaker Math, Education City, BrainPop and interactive technology to provide individualized practice based on the individual needs of students.</i>						

ACTION COMPONENT: Student Achievement

School

District

Preliminary

Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager:
 Current Date:

Meghan Borough
 February 15, 2011

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- ❖ Raise the academic achievement of all Glendover students as measured by KCCT, CTBS, SRI, STAR Math, and MST.

Objective 3: ✓ Increase Reading Academic Index from: _____ ✓ Decrease Reading Novices from 7% to 4% ✓ Reduce achievement gaps in SES and Disability subgroups						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
All students in grades 2-5 will participate in the MAP Reading Assessment three times per year. Student progress will be reported to all parents after each assessment.	PAS reports	Classroom teachers Computer Resource Specialist	August 2010	Ongoing		FCPS Assessment allocation
Students in Kindergarten and Grade 1 will participate in the T-Pro assessment two times per year (fall and spring).	T-Pro Assessment Guidelines	Classroom teachers				Read to Achieve Grant
Glendover will provide early intervention for primary students below grade level in reading.	T-Pro DRA PAST	SBDMC	August 2010	Ongoing		Read to Achieve Grant Title I
Glendover will utilize a variety of teaching strategies to meet the individual needs of students (i.e., flexible grouping, ESL collaboration, Special Education collaboration, Gifted/Talented collaboration).	MAP	SBDMC	August 2004	Ongoing		Staffing Allocation ESL Allocation G/T Allocation SpEd Allocation

ACTION COMPONENT: Student Achievement

School

District

Preliminary

Revised

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 School Name: Glendover Elementary School

Component Manager: Meghan Borough
 Current Date: February 15, 2011

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Objective 3: ✓ Increase Reading Academic Index from: _____ ✓ Decrease Reading Novices from 7% to 4% ✓ Reduce achievement gaps in SES and Disability subgroups (continued)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
All teachers will utilize a reading program (Accelerated Reader, Book-It, SRA, Success Maker) that enables students to participate at their individual reading levels.	Teacher's Data Analysis Student Achievement Notebook	Classroom Teacher	August 2010	Ongoing		Instructional Funds
A reading list that is appropriate for their child's reading level will be available to all parents. In addition, parents will be provided with library check-out privileges and the Family Resource Center will maintain a reading library for parents.	Library check-out	Librarian FRC Coordinator	August 2010	Ongoing	\$2500 Print costs	Instructional funds
<i>Mentor Program - Identify students performing below the 50%ile on the MAP reading and/or math assessment and in the Apprentice/Novice level as determined by their writing portfolio and scores on on-demand writing samples done 4 times per year. Assign one teacher mentor to each student. Teacher will develop relationship with student, help with homework, check in with student and teacher frequently regarding progress or concerns.</i>						
<i>Vocabulary Acquisition - Utilize English in a Flash with identified students to improve understanding of vocabulary required for success in school.</i>						

<i>Vocabulary Acquisition - Implement before/after school ESS program that will pre-teach content specific vocabulary so that children have an understanding of content before it is introduced in class.</i>		<i>Funding to support before and/or after school program for targeted students.</i>				
<i>Reading Support - Use Great Leaps Reading to build fluency for targeted students.</i>	<i>Training in how to use Great Leaps</i>					
<i>Math Support - Use Great Leaps math to build math fluency for targeted students.</i>						
<i>Progress Monitoring - Use Curriculum Based Measurement monitoring tools (i.e., DIBELS, Aimsweb) to monitor progress in reading for targeted students at least weekly.</i>	<i>Training in programs</i>					

ACTION COMPONENT: Student Achievement

School

District

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Component Manager:
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Meghan Borough
 February 15, 2011

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- ❖ Raise the academic achievement of all Glendover students as measured by KCCT, CTBS, SRI, STAR Math, and MST.

Objective 4: Increase the number of proficient scores on open response questions as determined by classroom-graded open response questions.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
Teachers will teach the procedures and expected outcomes for open response questions in all assessed content areas and give specific feedback for improvement.	Graded student work Student Achievement Notebook	All teachers	August 2010	Ongoing		PD for Analyzing Open Response Questions
Teachers will use cumulative assessments and open response questions that focus on helping students make connections to prior knowledge.	Graded student work Student Achievement Notebook	All teachers	August 2010	Ongoing		
Teachers will meet weekly for team planning for instruction and assessment that is aligned with Kentucky's Program of Studies and Core Content and for the evaluation of student work.	Graded student work Student Achievement Notebook	All teachers	August 2010	Ongoing		

ACTION COMPONENT: Student Achievement

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Component Manager:
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 February 15, 2011

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Objective 5: Increase writing scores.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
Once during each of the first three nine weeks, Glendover will have a school-wide, on-demand writing day. The prompt will be graded and the results communicated to parents.	Schedule, Planbooks, Working Writing Folders	Principal	August 2010	Ongoing		
Teachers will model on-demand writing and open response questions and communicate expectations regarding rubrics used to score them.	Planbooks Assessment Notebook	Teachers	August 2010	Ongoing		
Each student in all grades will develop a working writing folder that will be scored using the Kentucky Marker Papers. Working writing folders will be shared during parent/teacher conferences.	Graded writing folders	Classroom Teachers	August 2010	Ongoing		
A scored working writing portfolio (using the guidelines outlined by FCPS) will accompany each child from one grade to the next.	Graded writing folders	Classroom Teachers	August 2010	Ongoing		PD on Scoring

ACTION COMPONENT: Equity

School

District

Preliminary

Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager: Karen Dove
 Current Date: February 15, 2011

- ❖ All subgroups of Glendover's student population will make Adequate Yearly Progress as determined by the 2009 – 2010 No Child Left Behind Report

Objective 7: Decrease the achievement gap between students approved for free/reduced lunch and those not approved.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
Students identified for intervention services will receive supplemental reading instruction. Students in identified gap reduction target groups will be given priority.	DRA	Reading Remediation Teacher	August 2010	Ongoing		Staffing Allocation and ESS funds
The school will provide an after-school Jump Start program for low SES students in grades 3 through 5.	PAS Reading and Math	ESS coordinator	August 2010	May 2011		ESS funds Title I
The Family Resource Center will sponsor at least one Family Literacy Night each month. At-risk students and their families will be personally invited.	Attendance Roster	FRC Coordinator	August 2010	Ongoing		FRC Budget Title I
The PSA, Child Guidance Specialist, and FRC Coordinator will act as a bridge between home and school to increase student attendance, to assist with family needs, and to suggest ways that parents can become more involved in school activities.	Activity Log	PSA	August 2010	Ongoing		

ACTION COMPONENT: **Equity**

School

District

Preliminary

Revised

District Name: Fayette County Public Schools

Component Manager:

Karen Dove

School Name: Glendover Elementary School

Current Date:

February 15, 2011

- ❖ All subgroups of Glendover's student population will make Adequate Yearly Progress as determined by the 2009 – 2010 No Child Left Behind Report

Objective 7: Decrease the achievement gap between students approved for free/reduced lunch and those not approved (continued)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
The school will utilize bilingual teachers, district translators, and the district ESL Department to facilitate communication with our Hispanic families when students are absent, to translate for conferences and ARCs, and to translate all communications home.	Activity Log	Principal PSA	August 2010	Ongoing		
The Family Resource Center will conduct parent training meetings on "How to Help Your Child Complete Assignments," "How to Tutor Your Child," etc.	Attendance Roster	FRC Coordinator	August 2010	Ongoing		FRC Budget
ESL teachers will be provided planning time that allows collaboration with classroom teachers to discuss the modification of instruction.	Master Schedule	Principal	August 2010	Ongoing		
<i>Parent Involvement - Work with Family Resource Center to sponsor a monthly Family Literacy Night targeting identified students and their families to work together on specific content being taught during that month. Include make and take activities that parents can utilize at home to help their children.</i>						
<i>Parent Involvement - Seek grants for Adult Literacy Programs to help parents acquire skills they can use to help their children be successful in school.</i>						
<i>Parent Involvement - Provide parent information nights for families of targeted students to provide help and information about how to assist their children in their school work. Seek venues in the community as well as the school so that more families have access.</i>						
<i>Reading Support - Use Title I funds and Read to Achieve Funds (if available) to support short-term intensive remediation (Leveled Literacy</i>						

<i>Instruction, Soar to Success/EarlySuccess) for students who are 2 or more grade levels below proficiency in reading.</i>						
<i>Math Support – Daytime Wavier for ESS</i>						

ACTION COMPONENT: Equity

School District

Preliminary Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager: Karen Dove
 Current Date: February 15, 2011

- ❖ All subgroups of Glendover's student population will make Adequate Yearly Progress as determined by the 2009 – 2010 No Child Left Behind Report

Objective 8 : Decrease the achievement gap between students receiving special education services and those who are not identified.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
Every effort will be made to insure that students' pull-out resource time does not conflict with classroom instruction in other core content areas.	Schedule	Principal	August 2010	Ongoing		
Special Education teachers will be provided planning time that allows collaboration with classroom teachers to discuss the modification of instruction.	Schedule	Principal	August 2010	Ongoing		
Teachers will communicate expectations to students by explaining the criteria for proficiency at each grade level (rubrics, grading policy, etc.) and by providing examples of proficient work.	Planbooks Open House Agendas	Teachers	August 2010	Ongoing		
Teachers will analyze student work on a regular basis and provide feedback and opportunities for students to revise work to a proficient level.	Graded Student work Planbooks	Teachers	August 2010	Ongoing		
<i>Structure of Service Delivery - ALL support for targeted students will be supplemental to regular classroom instruction so that all students have access to grade level curriculum.</i>						

ACTION COMPONENT: Parental Involvement

School

District

Preliminary

Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager: Eileen McCann
 Current Date: February 15, 2011

- ❖ There will be an increase in parent involvement in the areas of parent/teacher conferences, volunteering, attendance at school activities, and increased communication between the school and the home as determined survey results conducted in September and May.

Objective 9 : Teachers, parents, and the Family Resource Center will work together to improve student performance in areas identified in this plan.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
The FRC will conduct a survey every other year to determine the levels of stakeholder satisfaction in the areas of communication, curriculum, school climate, and technology. Data from this survey will be used to assess school needs.		FRC Coordinator	August 2010	Every two years		
Parents will receive a reading list that is appropriate for their child's reading level. In addition, parents will be provided with library check-out privileges and the Family Resource Center will maintain a reading library for parents.	Library check-out	Librarian FRC Coordinator	August 2010	Ongoing	\$2500 Print costs	Instructional funds
The Family Resource Center will sponsor at least one Family Literacy Night each year. At-risk students and their families will be personally invited.	Attendance Roster	FRC Coordinator	August 2010	Ongoing		FRC Budget
The PSA, Child Guidance Specialist, and FRC Coordinator will act as a bridge between home and school to increase student attendance, to assist with family needs, and to suggest ways that parents can become more involved in school activities.	Activity Log	PSA	August 2010	Ongoing		

ACTION COMPONENT: Parental Involvement

School

District

Preliminary

Revised

District Name: Fayette County Public Schools

School Name: Glendover Elementary School

Component Manager:

Eileen McCann

Current Date:

February 15, 2011

- ❖ There will be an increase in parent involvement in the areas of parent/teacher conferences, volunteering, attendance at school activities, and increased communication between the school and the home as determined survey results conducted in September and May.

Objective 9 : Teachers, parents, and the Family Resource Center will work together to improve student performance in areas identified in this plan.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
The school will utilize bilingual teachers, district translators, and the district ESL Department to facilitate communication with our Hispanic families when students are absent, to translate for conferences and ARCs, and to translate communications sent home.	Activity Log	Principal PSA	August 2010	Ongoing		
The Family Resource Center will conduct parent training meetings on "How to Help Your Child Complete Assignments," "How to Tutor Your Child," etc.	Attendance Roster	FRC Coordinator	August 2010	Ongoing		FRC Budget
Ongoing training will be provided for parents about School-Based Decision Making (SBDM) practices and SBDM committee involvement	Agendas Attendance Roster	Principal	August 2010	Ongoing		
Curriculum Night will be held at the beginning of each year to describe school programs, policies and family involvement initiatives.	Attendance Roster	Classroom Teachers	August 2010	Ongoing		
Teachers and the school office will send regular newsletters to all students	Newsletters	School Secretary Classroom Teachers	August 2010	Ongoing		
<i>Mentor Program - Work with Family Resource Center to develop a partnership with a community organization to provide positive role models who will come to the school to work with identified students.</i>						

ACTION COMPONENT: Professional Development

School

District

Preliminary

Revised

District Name: Fayette County Public Schools
 School Name: Glendover Elementary School

Component Manager: Elizabeth Bowers
 Current Date: February 15, 2011

- ❖ All subgroups of Glendover's student population will make Adequate Yearly Progress as determined by the 2009 - 2010 No Child Left Behind Report

Objective 10 : Teachers will participate in professional development activities to improve student performance in areas identified in this plan.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
All teachers will participate in training for differentiated instruction.	Lesson plans	Principal	August 2010	Ongoing		Professional Development funds
All teachers will participate in training for analyzing open-response questions.	Graded student work Student Achievement notebook	Teachers	August 2010	Ongoing		Professional Development funds
All teachers will participate in training on conferencing with students and scoring portfolios.	Schedule, Portfolios	Teachers	August 2010	Ongoing		Professional Development funds