Glendover Comprehensive Improvement Plan 2018-2019

Phase Three: Comprehensive Improvement Plan for Schools

Glendover Elementary School
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Lexington, Kentucky, 40502
United States of America

Last Modified: 12/14/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

Because we have not achieved 85% proficiency in any content area, most of our goals address equitable access to high-quality Tier 1 instruction in reading, writing, science, and mathematics. Gap reduction focuses on our students who qualify for free or reduced lunch since this sub-group includes most of our low achieving students who are English learners or who have been identified with special needs. The plan outlines evidence-based strategies for improving student achievement for these student populations.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Glendover CSIP 2018-2019	Comprehensive School Improvement Goals Builder	

Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Goal 1 – Increase proficiency in combined reading and mathematics from 68.7% to 84.3% by May 2023 as measured by state-required academic assessments.

| 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.)*
• 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 | 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.*
• 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 | 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. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase proficiency in combined reading and mathematics from 68.7% to 71.9% by May 2019 as measured by state-required academic assessments.	**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.	**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. • Teachers will evaluate Wonders and Envision/ Investigations lessons to ensure that they are aligned with the Kentucky Academic Standards in reading and math and adjust lessons to ensure that the standards are being taught to the appropriate level of rigor. **Practice:** Grade level teams will meet weekly to plan instruction to ensure that: • there is congruence between standards, assessment measures, and learning targets.	• PLC and Committee Minutes • Lesson plans • Standards matrices • Formative and summative data analyses. • KDE Classroom and Schoolwide Core Instruction Diagnostics • ELEOT reports and minutes of meetings where data was analyzed. • MAP data analysis at the end of each administration. • Annual KPREP data analysis		Title I/Sec 6 funding for professional development

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		• 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.			

Goal 2 – Increase proficiency on the Separate Academic Indicators (science, social studies, and writing) from 58.4% to 79.2% by May 2023 as measured by state-required academic assessments.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase proficiency in science from 48.4% to 53.6% by May 2019 as measured by state-required academic assessments.	**KCWP 1: Design and Deploy Standards:** Continue to refine our planning process to ensure that all students are being taught highly-effective, NGSS-based, Tier 1 science instruction in the classroom.	**Process:** The Science teacher in collaboration with grade level teams will facilitate the establishment of a process that ensures congruency is present between science standards, learning targets, and assessment measures. • Grade level teams will collaborate with the science teacher to ensure understanding of the Next Generation Science Standards (NGSS) at their grade levels. • Grade level teams will collaborate with the science teacher when planning units of study to ensure that classroom instruction is aligned with science lab instruction. • The NGSS will be taught with fidelity at all grade levels.	• Science Units of Study with standards matrices • Lesson Plans indicating when standards were taught • Through Course Task data review and review of student work samples. • PLC Meeting Minutes		Staffing Allocation

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		• Teachers will utilize state-recommended Through Course Tasks to fidelity using the flow chart from the state and will use the Claim+Evidence+Reasoning model for arguments and explanations monthly.			
Objective 2 Increase proficiency in writing from 49.4% to 54.4% by May 2019 as measured by state-required academic assessments.	**KCWP 2: Design and deliver Instruction:** Develop a school-wide protocol instruction ensure that all students have the knowledge, skills, and motivation to write proficiently for a variety of purposes.	**Process:** The SBDM Council will update and revise Glendover's Writing Policy, Plan, and Program to ensure that: • the master schedule includes a designated writing block at each grade level. • grade level writing unit plans are based on common core standards • pre- and post- on demand prompts are used to assess student progress using standards-based checklists/ rubrics. • student writing is shared across grade levels. **Practice:** Teachers will integrate daily writing and content instruction to maximize instructional time and to ensure that all students have opportunities to write for a variety of purposes.	• Walkthrough data • Pre- and post-assessment of writing. • Working writing folders • Report Cards and Progress Reports		None needed

Goal 3 – Increase proficiency in combined reading and mathematics for students who qualify for free or reduced lunch from 44.4% to 72.2% by May 2023 as measured by state-required academic assessments.		
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.)* • 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	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.* • 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	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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase proficiency in combined reading and mathematics for students who qualify for free or reduced lunch from 44.4% to 49.9% by May 2019 as measured by state-required academic assessments.	**KCWP 6: Establishing Learning Culture and Environment:** Develop a process for monitoring school-wide behavior to ensure a safe learning environment that reduces adverse barriers to learning.	**Process:** The Positive Behavior Interventions and Supports (PBIS) Committee will ensure behavioral expectations are an existing part of the school curriculum and culture and are actively taught and modeled throughout the year. **Process:** The School Climate Committee will collaborate with the district PBIS team to develop a process for monitoring school-wide behavior. • The committee will meet monthly to review progress and plan next steps.	• PBIS Meeting Minutes (School Climate Committee) • Quarterly Behavior Referral Analysis • ELEOT walkthrough data • Class Dojo Reports		Sec 6

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

	KCWP: 4: Review, Analyze, and Apply Data: Establish a protocol to review, analyze, and apply data in order to determine priorities for individual student success.	**Process:** The MTSS team will establish a process to ensure that students performing below proficiency have before and/or after school opportunities to improve on deficit skills.
		• Implement and commit to purposeful, scheduled monitoring efforts using multiple sources of data to document student progress, move students between interventions and tiers, and evaluate intervention effectiveness.
		  • Grade level teams will maintain a watch list for students performing below proficiency that is reviewed with the PGE Coach in Student Focus Sessions every six weeks.
		  • Grade level teams will use MAP, FAST, ACCESS, tiered intervention program data, and classroom formative and summative assessments to monitor student progress toward mastery of the standards.
		  • The PGE Coach will monitor the fidelity of implementation of tiered intervention using the FCPS MTSS Checklists.
			• Student Focus Session Minutes
			• FAST progress monitoring data and data from Tier 3 intervention teachers
			• Focused walkthrough data and feedback
					Title I for before/after school programming

4. Graduation Rate: N/A

Goal 5 – Decrease the percent of students identified as "Less than Catch Up" in combined reading and mathematics from 25.5% to 12.8% as measured by the Kentucky Accountability by May 2023.

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.)* • [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](#)	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.)* • [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](#)	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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease the percent of students identified as "Less than Catch Up" in combined reading and mathematics from 25.5% to 23.5% by May 2019 as measured by state-required academic assessments.	**KCWP: 4: Review, Analyze, and Apply Data:** Establish a protocol to review, analyze, and apply data in order to determine priorities for individual student success.	**Process:** The MTSS team will establish a process to ensure that students performing below proficiency have before and/or after school opportunities to improve on deficit skills. • Implement and commit to purposeful, scheduled monitoring efforts using multiple sources of data to document student progress, move students between interventions and tiers, and evaluate intervention effectiveness. • Grade level teams will maintain a watch list for students performing below proficiency that is reviewed with the PGE Coach in Student Focus Sessions every six weeks. • Grade level teams will use MAP, FAST, ACCESS, tiered intervention program data,	• Student Focus Session Minutes • FAST progress monitoring data and data from Tier 3 intervention teachers • Focused walkthrough data and feedback		Title I for before/after school programming

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and classroom formative and summative assessments to monitor student progress toward mastery of the standards. • The PGE Coach will monitor the fidelity of implementation of tiered intervention using the FCPS MTSS Checklists.			
Objective 2 Increase the percent of English Learners who make expected growth in English proficiency from 11.1% to 19.9% by May 2019 as measured by state-required ACCESS assessment.	**KCWP 2: Design and Delivery of Instruction:** Establish a practice to ensure that students understand where they are going, where they are currently, and how they will close the gap.	**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. • The ESL teachers and their co-teaching partner will develop a process for student self-assessment that will ensure students understand what they know, what they need to learn, and when they have met mastery of the standards taught. • Teachers will monitor student formative assessment data and progress toward mastery of the standards and provide feedback to students. • EL students will keep data notebooks in reading and math. EL teachers will conference with students regarding progress toward standard mastery at the end of each unit of study. **Practice:** All teachers will plan and deliver instruction using the Sheltered Instruction Observation Protocol (SIOP) strategies shown to	• SIOP-based lesson plans. • Student self-assessment data, teacher analysis, and teacher feedback to students. • Weekly review of student formative and summative assessment data • TELL progress-monitoring (3 x per year) and ACCESS assessment results (annual)		Title I for professional development and

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		increase student engagement and access to core content for our English Learners.			
Objective 3 Increase proficiency in combined reading and mathematics for students with disabilities from 21.1% to 28.9% by May 2019 as measured by state-required academic assessments.	**KCWP 6: Establishing Learning Culture and Environment.** Improve and sustain the learning culture in the classroom and/or small group setting in order to achieve an optimal and safe learning environment conducive to meeting students' specific needs.	**Condition:** The Special Education Team will establish a condition to ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping. • Ensure that students with intense behavior concerns/ disabilities are addressed with positive behavior modification, behavior intervention plans that are communicated to all stakeholders, sensory room for student needs, and early identification. • Ensure consistency between home and school by intentionally consulting with parents/guardians to discuss academic and behavioral strategies that can be reinforced at home and in the community so that students can generalize skills taught at school. • Ensure that students with special needs have equal access to Tier 1 instruction and use evidence-based practices to teach students who have deficits in reading, writing and math to make this content more accessible.	• Class Dojo Reports with parent communication documented. • Infinite Campus PLP documentation of two-way communication. • SPS Meeting minutes with information communicated to parents. • Teacher conference summary notes.		None needed

1. Goal 6: Increase the percent of fifth graders on track to score a 22 or higher on the ACT from 42.2% to 71.1% by May 2023 as determined by the MAP Projected Proficiency Report.	

| 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.)*
• KCWP 1: Design and Deploy Standards
• KCWP 2: Design and Deliver Instruction
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• KCWP 6: Establishing Learning Culture and Environment | 2. 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.)*

3. KCWP1: Design and Deploy Standards Classroom Activities
4. KCWP2: Design and Deliver Instruction Classroom Activities
5. KCWP3: Design and Deliver Assessment Literacy Classroom Activities
6. KCWP4: Review, Analyze and Apply Data Classroom Activities
7. KCWP5: Design, Align and Deliver Support Classroom Activities
8. KCWP6: Establishing Learning Culture and Environment Classroom Activities | 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. |

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percent of fifth graders on track to score a 22 or higher on the ACT from 42.2% to 47.9% by May 2019 as measured by the MAP Projected Proficiency Report.	**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.	**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. • Teachers will evaluate Wonders and Envision/ Investigations lessons to ensure that they are aligned with the Kentucky Academic Standards in reading and math and adjust lessons to ensure that the standards are being taught to the appropriate level of rigor. **Practice:** Grade level teams will meet weekly to plan instruction to ensure that: • there is congruence between standards, assessment measures, and learning targets.	• PLC and Committee Minutes • Lesson plans • Standards matrices • Formative and summative data analyses. • KDE Classroom and Schoolwide Core Instruction Diagnostics • ELEOT reports and minutes of meetings where data was analyzed. • MAP data analysis at the end of each administration. • Annual KPREP data analysis		Title I/Sec 6 for professional development

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		• 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.			
Objective 2 Increase proficiency in writing from 49.4% to 54.4% by May 2019 as measured by state-required academic assessments.	**KCWP 2: Design and deliver Instruction:** Develop a school-wide protocol instruction ensure that all students have the knowledge, skills, and motivation to write proficiently for a variety of purposes.	**Practice:** Teachers will integrate daily writing and content instruction to maximize instructional time and to ensure that all students have opportunities to write for a variety of purposes. • Fifth Grade teachers develop writing unit plans that are based on common core standards and implement the use of pre- and post- on-demand prompts used to assess student progress using standards-based checklists/ rubrics.	• Pre- and Post-Assessments in Writing • Working writing folders • Writing Progress Reports/Report Cards		Sec 6 for release day planning

Glendover Needs Assessment 2018-2019

Phase Two: The Needs Assessment for Schools

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

Last Modified: 12/14/2018
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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/district, 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

• Faculty Review of K-PREP, MAP and FAST progress monitoring results, with focus on strengths and areas for growth. • K-PREP planning is annual with all stakeholders meeting in October of each year to review the data. • MAP analysis is done three times per year. • FAST progress monitoring is reviewed by teams monthly and by individual teachers for specific students every six weeks (or more as appropriate). • SBDM Council Members: Catherine Fine (principal), Leslie Busch, Felicia Grundy, and Tara Haywood (teacher representatives); John Hill and Lucy Waterbury (parent representatives). Meetings are documented via monthly minutes distributed to all stakeholders. • School Leadership Team: Catherine Fine, Stephanie Harmon, Meghan Borough, Krista Mason, and Katherine Forgy. Monthly data review meetings documented by minutes. • Other stakeholder groups who are invited to review the data (SBDM Council Committees and School PTA).

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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:

-32% of gap students scored proficient on KPREP Reading.

-We saw a 10% increase among gap students in Reading from 2017 to 2018.

-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Reading: There has been a decline in the percent proficient/distinguished for each of the last five years (from 75.5% in 2013-2014 to 66.7% in 2017-2018). 66.7% of all students scored proficient/distinguished; 32.6% of all students, 46.7% white, and 38.6 female scored distinguished. 53.8% of English Language Learners and 57.7% of students with disabilities scored novice; 37 students (21.8%) are not projected to be proficient within two years. Math: 70.8% of all students scored proficient/distinguished; 55.3% of white students and 38.5% of males scored distinguished. 32.7% of English Language Learners and 46.2% of students with disabilities scored novice. 49 students (28.9%) are not projected to be proficient within 2 years. Science: 48.4% of all students were distinguished in new science assessment. 50% of English Language Learners and 36.4% of students with disabilities scored novice. Social Studies: 77.5% of all students scored proficient/distinguished; In the consolidated student group 10.3% were novice. 8.3% of English Language Learners scored novice. Writing: 49.8% of all students scored proficient/distinguished, a decrease of 4% from the previous year. 65.8% of females and 58.5% of white students scored proficient/distinguished. 25% of English Language Learners were novice as were 23% of students in the consolidated student group. ACCESS: 15/27 active English Language Learners (55.6%) did not exhibit 0.5 or higher growth on ACCESS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

KRPEP Populations with less than 25% of students scoring proficient/distinguished. Reading: Students with disabilities (23.1%); Active EL (15.4%) Math: Students with disabilities (19.2%) Science: Hispanic students (19.2%), Active EL (0); EL with Monitored (7.1%) Writing: EL with Monitored (20.8%) KPREP Growth 21.8% of students in reading and 28.9% of students in math are not projected to be proficient within 2 yeasrs. MAP 91 students (16.3%) scored at the 25th %ile or below on Fall 2018 reading assessment; 86 students (15%) scored at or below the 25th %ile in math on the Fall 2018 math assessment. ACCESS 15 of 27 students (55.6%) of active English Language Learners did not exhibit 0.5 or higher growth on ACCESS administered in January 2018.

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Trends

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

Reading: The percent of all students scoring proficient/distinguished has decreased each year for the past five years (from 75.5% in 2013-2014 to 66.7% in 2017-2018). Disability subpopulation has shown inconsistency over the past years. The trend line for this group has not followed the trend line for other populations. The trend for Hispanic students is declining. In 2015-2016, 51.7% were proficient/distinguished, in 2016-2017, 45.6%, and in 2017-2018, only 38.5%. Math: Growth for all students in math has plateaued: 2013-2014 (66.4) to a high of 73.0 in 2016-2017, dropping to 71.6% in 2017-2018. The percent of students scoring proficient/distinguished in the disability subpopulation is declining from 36.9% in 2014-2015 to 19.2% in 2017-2018. Writing: 49.4% of students scored proficient/distinguished in writing, with only 28.2% of students in the consolidated student group reaching proficiency or above.

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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](#)

Possible areas to continue: 1. Design and Deploy Standards. When planning, teachers will refer to standards to ensure that lessons provided in Wonders and Envisions/Investigations implement these to the depth of understanding necessary to master them. 2. Design and Deliver Instruction. The master schedule will be revisited and the data reviewed to ensure that all students have access to Tier 1 instruction. 3. Design and Deliver Instruction. Review grading practices to ensure that we are communicating student learning accurately. 4. Review, Analyze and Apply Data. Investigate evidence-based research to determine the value of implementing student goal-setting as a strategy to increase student performance. 5. Design, Align and Deliver Support. Work with PBIS team to implement a system that increases positive feedback to students (Class Dojo). Review the effectiveness of co-teaching for ESL and Special Education to make sure that we are receiving a return on our investment. 6. Establishing Learning Culture and Environment. Implement a curriculum to teach students the skills needed for appropriate behavior in a variety of situations, to address student mental health issues, and to support students who feel they are being bullied.

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Potential Source of Problem

eProve diagnostics

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

Glendover's performance levels exceed district and state levels in ALL subject areas and for ALL grade levels with the exception of 4th grade reading novices which was higher than the state level (21.5% Glendover vs 18.5% State). Glendover had 10.8% of students distinguished in the new science assessment compared to 3.5% in the district and 3.2% in the state. 68 out of 88 (77.5%) students scored proficient or distinguished in social studies. This area has been consistently high for the past 4 years (83.5% in 2014-2015; 80.2% in 2015-2016; 89.8% in 2016-2017 and 77.5% in 2017-2018). In non-academic areas, Glendover maintains a high teacher and student attendance rate with the most current being 96.5% and 96.7%, respectively). Behavior referrals to the office are minimal (>5/year).

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Needs Assessment	Databases and graphs to support needs assessment	

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Glendover CSIP Needs Assessment (2018-2019)

Staff Input

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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

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

KPREP

Reading

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
RD	All Students	18.4	15.0	34.1	32.6	66.7
RD	Female	16.7	14.4	30.3	38.6	68.9
RD	Male	20.0	15.6	37.8	26.7	64.4
RD	White	9.3	8.7	35.3	46.7	82.0
RD	African American	33.3	20.8	33.3	12.5	45.8
RD	Hispanic	29.2	32.3	27.7	10.8	38.5
RD	Asian	33.3	5.6	27.8	33.3	61.1
RD	Two or more races	20.0	0.0	70.0	10.0	80.0
RD	Title I	18.4	15.0	34.1	32.6	66.7
RD	English Learner (EL)	53.8	30.8	11.5	3.8	15.4
RD	English Learner plus Monitored	36.6	25.6	26.8	11.0	37.8
RD	Free/Reduced-Price Meals	28.2	22.5	29.6	19.7	49.3
RD	Disability-With IEP (Total)	57.7	19.2	11.5	11.5	23.1
RD	Consolidated Student Group	36.3	24.2	29.0	10.5	39.5

Math

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
MA	All Students	10.9	18.4	33.7	37.1	70.8
MA	Female	8.3	17.4	38.6	35.6	74.2
MA	Male	13.3	19.3	28.9	38.5	67.4
MA	White	4.7	7.3	32.7	55.3	88.0
MA	African American	12.5	41.7	37.5	8.3	45.8
MA	Hispanic	21.5	33.8	33.8	10.8	44.6
MA	Asian	27.8	16.7	33.3	22.2	55.6
MA	Two or more races	0.0	30.0	40.0	30.0	70.0
MA	Title I	10.9	18.4	33.7	37.1	70.8
MA	English Learner (EL)	32.7	36.5	26.9	3.8	30.8

MA	English Learner plus Monitored	20.7	34.1	32.9	12.2	45.1
MA	Free/Reduced-Price Meals	17.6	27.5	35.2	19.7	54.9
MA	Disability-With IEP (Total)	46.2	34.6	11.5	7.7	19.2
MA	Consolidated Student Group	22.6	35.5	31.5	10.5	41.9

Science

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
SC	All Students	15.4	36.3	38.5	9.9	48.4
SC	Female	6.7	37.8	46.7	8.9	55.6
SC	Male	23.9	34.8	30.4	10.9	41.3
SC	White	6.3	22.9	52.1	18.8	70.8
SC	Hispanic	34.6	46.2	19.2	0.0	19.2
SC	Title I	15.4	36.3	38.5	9.9	48.4
SC	English Learner (EL)	50.0	50.0	0.0	0.0	0.0
SC	English Learner plus Monitored	39.3	53.6	7.1	0.0	7.1
SC	Free/Reduced-Price Meals	24.1	46.3	29.6	0.0	29.6
SC	Disability-With IEP (Total)	36.4	27.3	27.3	9.1	36.4
SC	Consolidated Student Group	28.3	45.7	23.9	2.2	26.1

Social Studies

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
SS	All Students	4.5	18.0	46.1	31.5	77.5
SS	Female	5.3	13.2	44.7	36.8	81.6
SS	Male	3.9	21.6	47.1	27.5	74.5
SS	White	3.8	13.2	41.5	41.5	83.0
SS	Hispanic	0.0	33.3	50.0	16.7	66.7
SS	Title I	4.5	18.0	46.1	31.5	77.5
SS	English Learner plus Monitored	8.3	37.5	37.5	16.7	54.2
SS	Free/Reduced-Price Meals	4.5	31.8	43.2	20.5	63.6
SS	Consolidated Student Group	10.3	38.5	41.0	10.3	51.3

Writing

Subject	Demographic Group	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/ Distinguished %
WR	All Students	11.2	39.3	40.4	9.0	49.4
WR	Female	13.2	21.1	50.0	15.8	65.8
WR	Male	9.8	52.9	33.3	3.9	37.3
WR	White	11.3	30.2	47.2	11.3	58.5
WR	Hispanic	5.6	61.1	27.8	5.6	33.3
WR	Title I	11.2	39.3	40.4	9.0	49.4
WR	English Learner plus Monitored	25.0	54.2	20.8	0.0	20.8
WR	Free/Reduced-Price Meals	15.9	47.7	29.5	6.8	36.4
WR	Consolidated Student Group	23.1	48.7	23.1	5.1	28.2

MAP

2. 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.

3. Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

5. 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 school improvement strategies outlined below:

   1- Deployment of Standards
   2- Delivery of Instruction
   3- Assessment Literacy
   4- Review, Analyze and Apply Data Results
   5- Design, Align and Deliver Support Processes with Sub-group Focus
   6- Establish a Learning Culture and Environment

Glendover School Assurances 2018-2019

Phase Two: School Assurances

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

Last Modified: 12/14/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

eProve diagnostics

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- **Yes**
- No
- N/A

COMMENTS

Kindergarten Camp (3 hour program for assessment and kindergarten procedures)

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- **Yes**
- No
- N/A

COMMENTS

Professional Development includes: Trauma Informed Strategies (Dr. Clarissa Bell); Envision/ Investigations Math; SIOP (Strategies for meeting the needs of English Language Learners); Co-Teaching

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- **Yes**
- No
- N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Summer School for ELL, Imagine Learning, Moby Max

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

All teachers highly qualified for the areas in which they teach.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Glendover Continuous Improvement Diagnostic - 2018-2019

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 12/14/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Feedback from Hispanic community; perceptions of student/teacher relationships (targeted PD); social/emotional education;

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

PTA feedback to surveys; intentional student focused activities

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Glendover Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

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

Target Completion Date: 12/19/2018
Last Modified: 12/19/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Gap Demographics: Free/Reduced Lunch - 309 (52.5%); English Learners - 179 (30.4%); Special Education - 68 (11.5%); Hispanic - 130 (22.1%); Black - 52 (8.8%); See spreadsheet attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

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

Glendover is intentional in providing a 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. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

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 gap data, identify the gap groups and content areas where the school has shown improvement.

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.

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 frre/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 in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development for the 2017-2018 academic year centered around trauma informed care. Dr. Clarissa Belle presented 6 hours of professional development for teachers to help them

identify students who have experienced trauma, how students with trauma may react in different academic settings, and strategies teachers can use with children who have experienced trauma. All classroom teachers participated in ELA and math training for Wonders and Envision/ Investigations where strategies were taught on how to use the tiered and ESL-specific resources. In addition, Glendover sent a team of teachers to the national Sheltered Instruction Observation Protocol conference in Seattle to help us build capacity to meet the needs of our English Learners. ESS money funded a summer school program for English Learners. Students utilized iPads on which a program of study was developed. ESL teachers met weekly with these students to monitor progress and to provide direct instruction on the upcoming week's skills.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. 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.

G. 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 Stephanie Harmon, our PGE Coach) 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., Carla Buford (Title I Social Worker) who addresses social/emotional needs and attendance, Meghan Borough (Child Guidance Specialist) who works with students requiring 504 plans, 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 Student Focus Sessions 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 Amy Rehm (Grades 3-5 Reading and Math Intervention) 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

eProve diagnostics

III. Planning the Work

Gap Goals

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 2019 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 2019 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 2019 as measured by state-required academic assessments.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

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.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 CSIP Goals	All CSIP Goals, Strategies and Activities, including those addressing our gap populations.	III
📊 Glendover Achievement Gap Group Identification	Demographic data regarding achievement gap groups.	III
📊 Glendover Gap Goals 2018-2019	Specific strategies and activities to meet the needs of students who fall within our identified gap populations.	III

eProve diagnostics

Glendover Executive Summary - 2018-2019

Phase Three: Executive Summary for Schools

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

Last Modified: 12/14/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Glendover is located in a quiet, residential neighborhood on a large campus that includes a walking track, 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, and 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, 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 provides students with many extra-curricular opportunities. Programs include Chorus, Robotics, STLP, Lexington Children's Workshops, Academic Team, World Traveler's Club and Girls on the Run. There are multiple student music programs throughout the year (Chorus, Band, Orchestra), Science Fair and Science Fun Night, and a Book Fair Night that allows for 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 of 577 students representing 27 countries, with 18 languages spoken. 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: 56% White, 8% Black, 22% Hispanic, 11% Asian, 3% Other. FREE/REDUCED MEAL QUALIFIERS: 51% ENGLISH LEARNERS: 35% SPECIAL EDUCATION: 11% Glendover has always looked for ways to to increase technology usage for teachers and students. With the help of the PTA, Glendover now has 1:1 Chromebooks for students in grades 2-5. Kindergarten and 1st grade also have an increased number of Chromebooks. This is in addition to our two fully equipped computer labs, 70 iPads, and classroom document cameras & Smart Boards.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

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, read 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 - While developing students with a strong academic foundation, the global perspective approach 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.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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

Glendover has made increasing growth with our English Language Learners. The SBDM Council has committed to funding an ESL teacher at every grade level. In addition, Glendover has cluster-grouped students for implementation of co-teaching for ESL at all grade levels. While we have made an impact in this area, we know that we still need to show additional growth in this area. School Leadership will continue to monitor student growth and make appropriate changes to meet the needs of all students. Specifically, we need to place a focus on reading growth and build skills such as vocabulary acquisition and usage and the ability to read, comprehend and apply complex text. Glendover students continue to excel in Science and have continued this throughout their schooling career. We have many students who place in the District Wide Science Fair and have continued to place at this level as well as at the State level in subsequent years. This past year we had five students move up to the Regional Science Fair Competition.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

District Leaders took part in a training during the Spring of 2018 centered around "Branding" our schools. Leaders worked in small groups and as school level teams using the book BrandED by Sheninger and Rubin. BrandED encourages leaders to look at their school through a variety of lenses with a focus on branding yourself as your school's storyteller-in-chief, improving relationships/partnerships to attract more resources and opportunities and fostering a positive culture extending beyond the school grounds. 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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Glendover's "Brand"	A brief description of what we do at Glendover.	