Home of the Gators! Glenwood’s staff is proud to serve our students, families and community. Our mission, “Everyone Learns, Every Day!” applies to both students and staff. We believe our mission can be accomplished through the development of a collaborative culture in which educators take collective responsibility for helping all students learn at high levels.

Academic Focus
The Common Core State Standards (CCSS) have been officially implemented this school year. The CCSS are a real-world approach to learning and teaching. Standards go deeper into key concepts in math and English language arts and require a practical, real-life application of knowledge that prepares students for success in college, work and life. Literacy instruction is shared by all content areas. Our district has designed a comprehensive professional development plan to provide embedded, ongoing, collaborative professional learning in regards to the new standards.

In addition, we are creating a systematic process that ensures that every child receives the additional time and support needed to learn at high levels. To maximize effectiveness, our academic interventions will be research or evidence-based, systematic, directive, timely, targeted and administered by highly qualified staff. Extension and enrichment will be an integral part of this system.

We are continuing to study Charlotte Danielson’s Framework for Teaching, an instructional framework that serves as a guide for classroom instruction, professional development, peer observation, professional dialogue and evaluation in our school and district. Teachers completed a self-assessment using the Framework for Teaching at the end of last year to identify strengths and opportunities for growth. Data compiled at initial goal-setting conferences and classroom observations are used to develop individual and building-wide instructional focus.

Our Improvement Goals
Our district has designed and is implementing a comprehensive professional development plan to deliver embedded, ongoing, collaborative professional learning in the Danielson Framework for Teaching, CCSS and the use of data. At Glenwood, we are striving to become a school of perpetual learning for children and adults. Our staff is organized into professional learning communities (PLCs) that are focused on developing the capacity to function collaboratively to achieve sustained, substantive school improvement.

Our work in PLCs is guided by the following questions:
- What do we expect all students to learn?
- How will we know if students have learned?
- How will we respond when students do not learn?
- How will we respond when they already know it?

To answer these questions, we are implementing a continuous improvement process that involves planning, doing, studying and acting. We have established foundations of commitment, communication and accountability that will allow us to identify essential outcomes, create common assessments, develop pacing schedules, set SMARTe goals (goals that are Specific, Measurable, Attainable, Related to student achievement and performance, Time-bound and for Everyone), and analyze student performance. We believe this ongoing process of working collaboratively will result in increased achievement for the students we serve. This fall our PLCs have set initial SMARTe goals in the area of literacy and have begun plans for core instruction and enrichment/intervention programs.

We are focused on empowering students, staff and families with technology; planning focused, intentional, and collaborative transitions; and engaging and partnering with our community. For detailed information on our School Improvement Plan, please visit our website and click on “School Improvement Plan” under “Our School.”
Supplementary Programs
The following data reflects the percentage of students benefiting from supplemental programs:
- Free or Reduced Meals 24.7%
- Special Education 13.1%
- Transitional Bilingual 2.3%
- Highly Capable 35 students
- Average Class Size 25

Student Ethnic Composition
- American Indian/Alaskan Native 0.2%
- Asian 1.5%
- Native Hawaiian/Other Pacific Islander 0.5%
- Asian/Pacific Islander 2.0%
- Black/African American 0.5%
- Hispanic/Latino of any race 6.6%
- White 81.7%
- Two or More Races 9.1%
(Totals will not equal 100%)