Glen Springs Elementary School

2021-22 Schoolwide Improvement Plan

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Glen Springs Elementary School

2826 NW 31ST AVE, Gainesville, FL 32605

https://www.sbac.edu/glensprings

Demographics

Principal: Ricky Bell   Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	79%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Glen Springs Elementary School is to academically enrich all of our students and foster social skills to promote successful lifelong learners in a caring, safe environment.

Provide the school's vision statement.

The Vision of Glen Springs Elementary is that all students will leave our school with
-the skills needed to be successful citizens
-a strong self-esteem
-high expectations
-respect for others
-and a desire to continue the quest for knowledge

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bell, Ricky	Principal	Principal serves as the instructional leader and practices shared decision making by: Assessing, evaluating, and monitoring specific and measurable goals for the instructional and learning needs of the school, teachers and students. He practices shared decision making by encouraging faculty and staff members to communicate with the leadership team, work collaboratively to plan meaningful and aligned lessons and activities; as well as, analyze data.
Zinger, Mary	Assistant Principal	Assistant Principal serves as an instructional leader and practices shared decision making by: Facilitating professional development learning for teachers that align with our school goals and needs of our students. Additionally, she also provides meaningful and specific evidence based feedback to teachers following informal classroom walk-through and evaluations. Lastly, she serves as a a support for content area and grade level teachers in understanding and aligning the standards to instructional practice.
Armstrong, Amanda	School Counselor	School Counselor serves as a school leader and practices shared decision making by: Providing Response to Intervention coordination across grade levels, leading and managing student Individual Educational Plans/ 504s and Educational Planning team meetings. Supporting content area and grade level teachers in understanding progress monitoring strategies within multiple measures of data collected.
Logan, Nancy	Instructional Coach	Title I and Florida Continuous Improvement Model Coordinator serves as a school leader and practices shared decision making by: providing remediation to students who, based on state assessment data, are in the lowest quartile in reading and math. She also facilitates data meetings across grade levels to engage in shared discussion about student growth and academic needs; as well as, targeted interventions.

Demographic Information

Principal start date
Thursday 7/1/2021, Ricky Bell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

395

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	71	70	70	53	62	0	0	0	0	0	0	0	395
Attendance below 90 percent	0	12	14	8	6	8	0	0	0	0	0	0	0	48
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	4	4	5	1	3	0	0	0	0	0	0	0	17
Course failure in Math	0	3	2	4	1	2	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	10	9	7	12	0	0	0	0	0	0	0	0	38

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	5	6	1	6	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	0	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	65	55	60	52	57	61	0	0	0	0	0	0	0	350
Attendance below 90 percent	1	6	5	4	9	1	0	0	0	0	0	0	0	26
One or more suspensions	0	1	2	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	4	2	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	65	55	60	52	57	61	0	0	0	0	0	0	0	350
Attendance below 90 percent	1	6	5	4	9	1	0	0	0	0	0	0	0	26
One or more suspensions	0	1	2	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	4	2	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	59%	57%	61%	58%	56%
ELA Learning Gains				53%	57%	58%	54%	53%	55%
ELA Lowest 25th Percentile				42%	49%	53%	41%	40%	48%
Math Achievement				62%	60%	63%	67%	64%	62%
Math Learning Gains				50%	61%	62%	52%	58%	59%
Math Lowest 25th Percentile				32%	49%	51%	38%	45%	47%
Science Achievement				54%	57%	53%	53%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	57%	4%	58%	3%
Cohort Comparison						
04	2021					
	2019	61%	55%	6%	58%	3%
Cohort Comparison		-61%				
05	2021					
	2019	43%	55%	-12%	56%	-13%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	58%	12%	62%	8%
Cohort Comparison						
04	2021					
	2019	62%	60%	2%	64%	-2%
Cohort Comparison		-70%				
05	2021					
	2019	49%	57%	-8%	60%	-11%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	55%	-4%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

AIMS data from the district progress monitoring plan was used to compile the data below. AIMS assessments were given to students during the first 3 quarters of the school year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74%	84%	94%
	Economically Disadvantaged	62%	70%	93%
	Students With Disabilities	50%	75%	100%
	English Language Learners	100%	75%	100%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	65%	70%
	Economically Disadvantaged	39%	50%	44%
	Students With Disabilities	38%	50%	63%
	English Language Learners	80%	80%	80%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	77%	69%	72%
	Economically Disadvantaged	63%	54%	59%
	Students With Disabilities	75%	75%	63%
	English Language Learners	100%	60%	100%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	46%	37%
	Economically Disadvantaged	38%	33%	20%
	Students With Disabilities	60%	25%	20%
	English Language Learners	100%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58%	33%	56%
	Economically Disadvantaged	42%	17%	40%
	Students With Disabilities	80%	0%	40%
	English Language Learners	100%	0%	0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	64%	77%
	Economically Disadvantaged	34%	46%	57%
	Students With Disabilities	7%	36%	36%
	English Language Learners	0%	0%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	73%	51%	76%
	Economically Disadvantaged	66%	41%	80%
	Students With Disabilities	43%	50%	64%
	English Language Learners	0%	0%	50%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	47%	68%
	Economically Disadvantaged	30%	34%	52%
	Students With Disabilities	22%	29%	43%
	English Language Learners	50%	67%	67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%	63%	87%
	Economically Disadvantaged	38%	31%	60%
	Students With Disabilities	22%	43%	50%
	English Language Learners	25%	0%	100%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	63%	52%
	Economically Disadvantaged	48%	52%	47%
	Students With Disabilities	14%	43%	38%
	English Language Learners	50%	67%	33%

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	30			13							
BLK	33	47		17	6		19				
HSP	47			44							
MUL	71			43							
WHT	64	30		47	35		68				
FRL	42	38	30	26	4	9	24				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	33	33	31	48	36	38				
BLK	32	35	39	35	21	22	30				
HSP	60	57		71	62						
MUL	59	54		53	46						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	68	59	40	76	64	46	66				
FRL	35	36	32	47	40	30	37				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	33	20	34	47						
BLK	38	40	27	55	44	29	24				
HSP	63	50		70	62						
MUL	50			53							
WHT	72	61	50	74	54	42	73				
FRL	49	51	45	57	44	32	42				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	7
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends across grade levels, subgroups and core content areas show a downward trend from the 2019 FSA data. The one area where the trend is different is in the area of ELA with 5th grade students and the percentage that are proficient. In 2019, 43% of students were proficient and in 2021 50% were proficient. Our largest decline was in all areas of math. For Black students, our math achievement dropped from a 38 to 15 percent proficiency. Our science scores dropped 6 percent.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Using progress monitoring and 2019 state assessments, the areas in the greatest need for improvement include all components of Math; percentage of students achieving proficiency, students' learning gains, and students in the lowest quartile. We also had a downward trend for our subgroups on Math FSA scores. The subgroups included Students with Disabilities, Black/African American Students, and Economically Disadvantaged Students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement included students attending school during a pandemic. We had students with increased absences. We also had families shifting their child's mode of instruction multiple times during the year from Digital Academy to Brick and Mortar and vice versa. Some families chose virtual learning for health reasons for their children but this wasn't the best mode of instruction for their child's learning. Teachers were tasked with instructing through multiple new learning management systems and instructional delivery modes including HyFlex Instruction. Teachers struggled with formative assessment and the validity of progress monitoring from home in digital instruction.

All students are returning to on campus learning with the exception of students under temporary quarantines. To place a heavier focus on content rich instruction and expertise, we have departmentalized our 5th grade. Our staff will receive training on data driven decision making in the classroom as well as utilize our new progress monitoring tool, Illuminate. This platform houses assessments and student data in a clear and easy to access way so that teachers, students, and administration can get a clear picture of student progress towards mastery. Time and space will be created for administration led data chats in order to maximize student achievement across all subgroups. An emphasis will be placed on math scores for black students during the data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 5th grade ELA proficiency went up 7 percent.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A different teaching team was instructing this group of students. We placed teachers in areas where their instructional practices matched their strengths.

What strategies will need to be implemented in order to accelerate learning?

Common formative assessments need to be utilized with fidelity for math, tracked within Illuminate, and analyzed collaboratively for responsive instruction. Data chats will be implemented quarterly with primary grades, and monthly with intermediate grades. These data chats will place an emphasis on progress monitoring for black students and their math data. Targeted intervention will be given in small group settings for students struggling with specific standards based on assessment data. Grouping and pullout will be flexible based on student assessment and needs.

In 5th grade we are departmentalizing to allow for teacher strengths to be best utilized in their specific content area.

High Dose Tutoring will be utilized to maximize student decoding abilities. This research backed approach will support ELA, Math, and Science achievement. UFLI Foundations is being implemented in K-2 classes so that students will be entering 3rd grade with on grade level decoding skills.

We will utilize Title 1 funding to purchase two Write Score Assessments. This platform will allow teachers to get accurate feedback on student progress in writing as well as targeted interventions.

Benchmark Advance is our newly adopted ELA curriculum. It integrates science content into our ELA instruction as well as higher order questioning throughout the lessons.

Additional reading interventions include SIPPS, Great Leaps, Achieve3000, and EDI.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Job embedded coaching opportunities are provided through Instructional Intervention Coach, Mentor Coach for first and second year teacher support, and Professional Development Specialist.

One teacher from 3rd, 4th, and 5th grade will attend IXL Live to learn about best practices in diagnostic assessments and formative assessments utilizing their platform.

Staff training on Illuminate for district progress monitoring as well as weekly assessments. Job embedded coaching will be available for this.

SIPPS training for tutors and teachers are available.

Coaching to support UFLI foundations implementation are available to K-2.

Collaborative planning time is built into the master schedule. Opportunities for supported collaborative planning with PD Specialist is available weekly.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Through these services we are building teacher capacity within the school. Teacher retention is critical to gaining traction on school improvement goals so we can leverage skills gained by these additional services. We are actively addressing needs stated in our teacher survey data from last year.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	For two years we have been below 41 percent for our Federal Index for Black students.
Measurable Outcome:	In math we would like for our Black students achievement score to go from a 15 percent to 33 percent this school year.
Monitoring:	We will utilizing ISIP monthly and it will monitored by our leadership team. Illuminate will be utilized for quarterly progress monitoring. The 5th grade team will utilize Illuminate to administer and store common weekly assessment data for math. Monthly data chats for intermediate grades will be facilitated by our leadership team with a focus on Black student math data. 5th grade will be monitored by Ricky Bell. 3rd and 4th grade will be monitored by Mary Zinger.
Person responsible for monitoring outcome:	Ricky Bell (bellre@gm.sbac.edu)
Evidence-based Strategy:	Formative assessment and flexible grouping for remediation will be implemented.
Rationale for Evidence-based Strategy:	Those strategies are high leverage practices that are culturally responsive and designed to maximize achievement of all learners including students with disabilities.

Action Steps to Implement

1. Baseline assessments administered
2. Illuminate Training for staff
3. Weekly/Monthly team monitoring of data
4. Job embedded coaching
5. Title 1 Targeted Pullout

Person Responsible	Mary Zinger (zingermm@gm.sbac.edu)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our 3rd and 5th grade proficiency was 50% and our 4th grade proficiency was 51%.
Measurable Outcome:	We plan on increasing proficiency at each grade level by 3%.
Monitoring:	We will utilize quarterly progress monitoring through Illuminate.
Person responsible for monitoring outcome:	Mary Zinger (zingermm@gm.sbac.edu)
Evidence-based Strategy:	We will utilize explicit systematic instructional practices such as: Benchmark Advance SIPPS High Dose Tutoring UFLI Foundations Write Score assessments will be provided two times during the year to provide feedback on instructional practice effectiveness.
Rationale for Evidence-based Strategy:	Structured literacy practices demand explicit systematic instruction. Benchmark Advance, SIPPS, High Dose Tutoring, UFLI Foundations all utilize explicit systematic instruction.

Action Steps to Implement

1. Professional development and job embedded coaching for Benchmark Advance and UFLI Foundations
2. Implement SIPPS with fidelity
3. Hire two high dose tutors and train them in SIPPS

Person Responsible Nancy Logan (logannl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Due to our higher than state average discipline data, we will focus on implementing Positive Behavior and Intervention Support with fidelity. Our leadership team is being training RTI, FBA, and BIP procedures. Tier 1 behavior support training is offered through job embedded coaching, team level support, and district ESE support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by taking a proactive approach utilizing the PBS (Positive Behavior Support) program. The purpose of PBS is to provide students and staff Positive Behavior Support to increase academic achievement as well as to establish a positive school culture. This is achieved through a variety of incentives offered on a daily, weekly and monthly basis. Students are able to earn "PAWS" tickets when they are observed displaying school wide expectations which are P - positive attitude, A - always be responsible, W - work togethers, S - show respected. Students are able to redeem these tickets at the PAWS store which is open on a weekly basis. Teachers and their class can earn rewards as well for least number of tardies for the month and best class attendance for the month. Glen Springs also focuses on character traits and focuses on one character trait per month. Students are recognized for displaying the character trait of the month with breakfast with the principal.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders in this mission includes students, teachers, faculty and staff, and our families. Students are the main focus of this mission. By displaying the school wide expectations and the character trait of the month, positive behavior is encouraged which has a positive impact on peers and schoolwide behavior as a whole. This results in more time being spent in class because student are displaying desired behaviors and are not being removed due to undesired behaviors. Teacher and staff play an important role through explaining, modeling and rewarding desired behaviors. Families are extremely important as they provide support, encouragement and redirection as needed. When all of the stakeholder are aware of what is desired and what is expected, a positive culture is promoted at the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				$151,333.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0331 - Glen Springs Elementary School	Title, I Part A	1.8	$106,490.31

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			Notes: Salaries for an FCIM Instructional Coach and .8 Intervention Teachers			
	5100	210-Retirement	0331 - Glen Springs Elementary School	Title, I Part A	1.8	$11,543.90
			Notes: Retirement benefits for Title 1 staff			
	5100	220-Social Security	0331 - Glen Springs Elementary School	Title, I Part A	1.8	$8,161.81
			Notes: SSI benefits for Title 1 staff			
	5100	230-Group Insurance	0331 - Glen Springs Elementary School	Title, I Part A	1.8	$17,017.00
			Notes: Group Insurance benefits for the Title 1 staff			
	5100	290-Other Employee Benefits	0331 - Glen Springs Elementary School	Title, I Part A	1.8	$591.06
			Notes: Early Retirement Benefits for Title 1 staff			
	5900	120-Classroom Teachers	0331 - Glen Springs Elementary School	Title, I Part A	5.0	$6,266.00
			Notes: Teachers stipends for Extended Day Intervention			
	5900	210-Retirement	0331 - Glen Springs Elementary School	Title, I Part A	5.0	$751.90
			Notes: Retirement benefits for Teacher stipends for Extended Day Intervention			
	5900	220-Social Security	0331 - Glen Springs Elementary School	Title, I Part A	5.0	$479.35
			Notes: SSI for Teacher stipends for Extended Day Intervention			
	5900	290-Other Employee Benefits	0331 - Glen Springs Elementary School	Title, I Part A	5.0	$31.95
			Notes: Early Retirement benefits for Teacher stipends for Extended Day Intervention			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$35,478.37**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	140-Substitute Teachers	0331 - Glen Springs Elementary School	Title, I Part A		$6,459.00
			Notes: Substitutes for Fall and Spring semester for Collaborative Planning			
	5100	369-Technology-Related Rentals	0331 - Glen Springs Elementary School	Title, I Part A		$2,805.00
			Notes: Curriculum Associates Ready FL Teacher Toolbox			
	5100	520-Textbooks	0331 - Glen Springs Elementary School	Title, I Part A		$2,613.33
			Notes: Curriculum Associates Ready FL workbooks			
	5100	369-Technology-Related Rentals	0331 - Glen Springs Elementary School	Title, I Part A		$8,825.00
			Notes: IXL school license K-5			
	5100	644-Computer Hardware Non-Capitalized	0331 - Glen Springs Elementary School	Title, I Part A		$4,217.28
			Notes: 7 Dell laptops			

	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0331 - Glen Springs Elementary School	Title, I Part A		$4,998.00
			Notes: 2 laptop carts			
	5100	310-Professional and Technical Services	0331 - Glen Springs Elementary School	Title, I Part A		$5,560.76
			Notes: Write Score - scoring twice a year			
					Total:	**$186,811.65**