

Alachua County Public Schools

Glen Springs Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Glen Springs Elementary School

2826 NW 31ST AVE, Gainesville, FL 32605

<https://www.sbac.edu/glensprings>

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bell, Ricky	Principal	<p>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.</p>
Zinger, Mary	Assistant Principal	<p>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 support for content area and grade level teachers in understanding and aligning the standards to instructional practice.</p>
Armstrong, Amanda	School Counselor	<p>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.</p>
Logan, Nancy	Instructional Coach	<p>Title I and Instructional Intervention Coach 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.</p>
Little, Pam	Behavior Specialist	<p>Behavior Specialist is in charge of discipline and positive behavior support. She assists with teachers struggling with classroom management as well.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At a faculty meeting we share the plan with our staff and seek input on goal setting as well as strategies. We also utilize survey data from 2022-2023 to determine areas of improvement. We seek feedback from our SAC which include parents, community members, business partners, and staff.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

After PM1 and PM2, we will evaluate our SIP to monitor for effectiveness. Our SIP goals will be listed on every weekly memo and meeting agenda. During our Fall and Spring Data Days, we will have a section of the agenda dedicated to evaluating the SIP implementation at the team level. During our monthly RTI meetings, we will discuss how the SIP is being implemented for our students struggling to make academic progress.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	76%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	19	18	9	17	14	0	0	0	77	
One or more suspensions	0	0	5	1	2	2	0	0	0	10	
Course failure in English Language Arts (ELA)	1	4	4	11	2	0	0	0	0	22	
Course failure in Math	1	1	3	4	6	1	0	0	0	16	
Level 1 on statewide ELA assessment	1	22	48	19	11	22	0	0	0	123	
Level 1 on statewide Math assessment	1	36	14	20	18	26	0	0	0	115	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	22	48	19	11	22	0	0	0	123	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	11	10	18	7	0	0	0	52

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	12	5	11	8	7	0	0	0	43	
One or more suspensions	0	3	2	0	1	3	0	0	0	9	
Course failure in ELA	0	6	4	8	4	2	0	0	0	24	
Course failure in Math	0	6	4	7	8	6	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	22	11	15	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	2	18	5	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	15	14	12	8	0	0	0	66	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	7	11	16	9	0	0	0	54

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	12	5	11	8	7	0	0	0	43	
One or more suspensions	0	3	2	0	1	3	0	0	0	9	
Course failure in ELA	0	6	4	8	4	2	0	0	0	24	
Course failure in Math	0	6	4	7	8	6	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	22	11	15	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	2	18	5	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	15	14	12	8	0	0	0	66	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	7	11	16	9	0	0	0	54

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63			51	53	56	54		
ELA Learning Gains				64	56	61	40		
ELA Lowest 25th Percentile				50	43	52	33		
Math Achievement*	55			49	55	60	38		
Math Learning Gains				60	58	64	21		
Math Lowest 25th Percentile				56	46	55	8		
Science Achievement*	58			50	48	51	47		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL				
AMI				
ASN				
BLK	35	Yes	4	
HSP	47			
MUL	61			
PAC				
WHT	78			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	1
ELL				
AMI				
ASN				
BLK	30	Yes	3	2
HSP	58			
MUL	71			
PAC				
WHT	62			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			55			58					
SWD	43			46							2	
ELL												
AMI												
ASN												
BLK	43			23			27				4	
HSP	56			38							2	
MUL	54			67							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	77			72			79				4	
FRL	53			43			57				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	51	64	50	49	60	56	50					
SWD	18	29		21	29	30	18					
ELL												
AMI												
ASN												
BLK	20	28	38	18	45	38	26					
HSP	44	90		35	64							
MUL	55	90		67								
PAC												
WHT	63	73		60	64		50					
FRL	38	54	50	39	51	44	36					

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	40	33	38	21	8	47					
SWD	30			13								
ELL												
AMI												
ASN												
BLK	33	47		17	6		19					
HSP	47			44								
MUL	71			43								
PAC												
WHT	64	30		47	35		68					
FRL	42	38	30	26	4	9	24					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	53%	10%	54%	9%
04	2023 - Spring	56%	54%	2%	58%	-2%
03	2023 - Spring	68%	49%	19%	50%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	52%	7%	59%	0%
04	2023 - Spring	55%	58%	-3%	61%	-6%
05	2023 - Spring	59%	54%	5%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	51%	4%	51%	4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing category is our Black students' Math proficiency (26%). Previously, our Black students' Math and ELA proficiency were low so a heavy emphasis was placed on this for pullouts, remediation, and extended day enrichment. The ELA subgroup of Black students' proficiency moved up from 20% to 50% which was a substantial increase. Our Black students' Math proficiency moved up 8 points from 18% to 26% which is a good jump but we still have a good amount of room to grow. Math is a subject that was hit the hardest during the pandemic.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Most of our subgroups and grade levels went up in performance. Our 4th grade scores went from a 61 in 2019 to a 59 in 2023. Upon further review, one teacher had students 28 percent proficiency in her class which pulled this overall average down. This year we have three veteran teachers in this grade level.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our subgroup for Math of Black students' proficiency was the group with the largest gap from the state average. We made an 8 point jump in this but did not move it far enough to close the gap between the state and our school. It had been 18% and moved to 26%.

Which data component showed the most improvement? What new actions did your school take in this area?

Our subgroup for ELA of Black students' proficiency made a substantial jump in regards to achievement. We went from a 20% to a 50%. We utilized pull-outs, benchmark advance curriculum, write score, and extended day enrichment to pull this up.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The areas of concern are the amount of Level 1 ELA and Math students we have at Glen Springs. We had 40 students earn a Level 1 in ELA and 58 earn a Level 1 in Math. This is 18% and 27% respectively in our school.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase Percentage of Black Students' Math Proficiency
2. Increase Percentage of Math Achievement Overall
3. Increase Percentage of ELA Achievement Overall
4. Attendance
5. Teacher Retention

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of the main indicators of student success according to John Hattie's research is collective teacher efficacy. In order to grow your collective teacher efficacy, you need strong veteran teachers to mentor new ones. Right now the teacher market is not as strong as it has been in the past so it is imperative to retain our top talent and recruit new teachers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will retain 90% of our teacher staff.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor Beginning of the Year and End of the Year survey data.

Person responsible for monitoring outcome:

Ricky Bell (bellre@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Postcards sent to teachers during summer to give positive affirmation. Preplanning focus on connecting with their why and setting goals for the year. Faculty meetings are designed around teacher led professional learning. Two offsite Data Days are planned with teams. Peer selected Teacher of the Month awards are given during faculty meeting. On the job coaching provided from our Intervention Coach. Team Building Field Trip during preplanning to create positive interactions between team members and discuss goal setting. Team building activities are planned monthly to boost morale and connectivity to staff. We will increase interns on our campus in order to build capacity and have onboarding routes for future staff members. Monday memos are sent out with intentional sections to connect teachers back to the reasons they are in education. We use them to create space for teachers to be encouraged, reflect, and build community.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strong culture and climate is correlated to teacher retention. Teachers who feel connected with staff members are more likely to stay in the profession. Through targeted positive praise, we will increase positive culture within the school. By increasing interns on campus, we will develop relationships with future teachers and be able to recruit.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Send Postcards
Start with Why Training
Faculty meetings
Data Days
Teacher of the Month
Team building activities
Interns

Person Responsible: Ricky Bell (bellre@gm.sbac.edu)

By When: Send Postcards (July) Why? Training (August) Faculty meetings (August) Data Days (October and February) Teacher of the Month (Monthly Starting in September) Team building (Monthly Starting in September) Interns (August)

#2. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For three years we have been below 41 percent for our Federal Index for Black students in math proficiency. Last year we were at 26 percent for this subgroup in math proficiency. Our goal is to be at 50 percent for math proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Thirty-one percent of Black students achieved proficiency in math during the 22-23 school year. Our first goal is to have 30 percent of our Black students achieve proficiency by PM2 with FAST data. This would indicate that we are on pace for our ultimate goal of having 50% of Black students proficient in math for PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Chapter assessments will be monitored monthly on Illuminate. FAST assessments will be monitored quarterly for progress monitoring. Two day long data chats will take place where teams will analyze data for subgroups in math and create plans for intervention.

Person responsible for monitoring outcome:

Nancy Logan (logannl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All students will use IXL and Reflex Math for intervention. Our Black students will have laptops made available to them to work on intervention platforms outside of school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through virtual learning during Covid, it was proven that Math learning loss was high. IXL and Reflex provide opportunities for students to get remediation on previous skills. IXL also has a diagnostic assessment that targets deficient standards for individual students as well as remediation plans. Reflex math increases student math fact fluency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Baseline assessments (PM1-September)
2. Team Level Data Day Analysis to identify students needed for additional support and intervention (October)

3. Monthly RTI team meeting (October-May)
4. Google Doc tracking Subgroup progress on Progress Monitoring (Monthly starting in October)
4. Job Embedded Coaching (August)
5. Job Embedded PD (Starts in September)
6. Pullout (September-May)
7. EDI specific to Math for 4th and 5th grade pending Title 1 approval (October through April)

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

By When: 1. Baseline assessments PM1-September) 2. Data Day (October) 3. RTI (October-May) 4. Google Doc (October-monthly) 4. Coaching (August) 5. PD (September) 6. Pullout (September-May) 7. EDI (October through April)

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We would like for all students to be aware of the success criteria for lessons and set goals for achievement. As a result student proficiency will increase on Math, Science, and ELA, and Writing assessments.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Walkthrough data will show 75% of classes using success criteria and student goals. PM3 FAST data will reflect a 3 percent increase for Math (61 %), ELA (67%), and Science proficiency (58%).

Our ESSA subgroup category of Black students will go from 26% percent proficiency to 50% proficiency in math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walkthrough data will be used to determine if teachers are using success criteria and student goals. PM1, PM2, and PM3 data will be monitored for effectiveness. Common Assessment Progress Monitoring will be used Math, ELA, and Science. Write Score Assessments will be given three times.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will lead a book study for staff on Teaching Students to Drive their Learning. This will help students take ownership of their progress and instill a growth mindset.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

John Hattie identified self-reported grades as having an effect size of 1.33 on student learning. Anything over .4 is considered a substantial intervention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Plan out book study aligned to faculty meetings.

Distribute affirmations recited daily to increase growth mindset

Classroom Walkthroughs to assess standards based instruction

Write Score Training and Assessments given 2 times prior to March

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

By When: Book Study (Monthly) Affirmations (distributed in August and recited daily) CWT (Weekly in August) Write Score (October, December, February)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Shared at a faculty meeting at the beginning of the year with staff for feedback

Shared with SAC committee for feedback

Posted on Glen Springs Web page for any stakeholders to view

Discussed by our principal and Title I Lead Teacher with GSE families at our Annual Title I Open House

Included as a hard copy in the GSE Title I Parent and Family Engagement Notebook

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The GSE Family Engagement Plan is on our webpage at the following address: <https://www.sbac.edu/domain/2490>

The principal will be visible (usually, actively participating) in car drop off and pick up before and after school

The principal will send home "Skylerts" to keep parents informed of upcoming events

GSE will hold regular SAC meetings

Teachers and staff will communicate with parents of their students on a regular basis

Parents will be encouraged to come to school to have lunch with their students or to volunteer

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Students in grades 3 and 4 may opt into an accelerated math curriculum

Students in grades 1-5 may be staffed into our Gifted program in math/science

All staff will participate in our school-wide book study on student goal setting and engagement and will submit a case-study of how amount and quality of learning time was affected by applying strategies from the book study.

Students in Grades 3-5 will have access to Science Boot Camp materials

All students will be offered laptops for check out to increase learning time at home

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$6,997.26
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	390	0331 - Glen Springs Elementary School	Title, I Part A		\$3,498.63
<i>Notes: Substitutes for Data Days- Fall (26 subs) AND Fringe Benefits</i>						
	630	390	0331 - Glen Springs Elementary School	Title, I Part A		\$3,498.63
<i>Notes: Substitutes for Data Days- Spring (26 subs) AND Fringe Benefits</i>						
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$176,755.54
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$1,238.00
<i>Notes: IXL for ELA</i>						
	5100	644	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$16,348.59
<i>Notes: Laptop computers for in-class use</i>						
	5100	120	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$44,029.92
<i>Notes: Title I Teacher Salaries</i>						
	5100	210	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$5,974.86
<i>Notes: Teacher Retirement</i>						
	5100	220	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$7,538.83
<i>Notes: Teacher SSI</i>						
	5100	230	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$10,167.60
<i>Notes: Teacher Insurance</i>						
	5100	290	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$502.59
<i>Notes: Teacher Early Retirement</i>						
	6400	130	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$66,238.80
<i>Notes: Instructional Coach Salary</i>						

	6400	210	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$8,988.61
			<i>Notes: Instructional Coach Retirement</i>			
	6400	220	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$5,067.27
			<i>Notes: Instructional Coach SSI</i>			
	6400	230	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$8,473.00
			<i>Notes: Instructional Coach Insurance</i>			
	6400	290	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$337.82
			<i>Notes: Instructional Coach Early Retirement</i>			
	5100	120	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$1,718.20
			<i>Notes: Lead Teacher Supplement</i>			
	5100	220	0331 - Glen Springs Elementary School	Title, I Part A	1.8	\$131.45
			<i>Notes: Lead Teacher SSI</i>			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$5,037.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0331 - Glen Springs Elementary School	Title, I Part A		\$4,859.20
			<i>Notes: Write Score Writing Curriculum and scoring</i>			
	5100	369	0331 - Glen Springs Elementary School	Title, I Part A		\$178.00
			<i>Notes: Write Score Roster Sync</i>			
					Total:	\$188,790.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No