GLEN SPRINGS ELEMENTARY SCHOOL

leadership
analysis
Florida
college and career
mission
family and community involvement
students
school improvement
ambitious
striving
teaching
achievement
relationships
success
learning
areas of focus
instruction
growth
needs assessment
strategic planning
collaboration
vision
supportive environment
resources

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position
title and job duties/responsibilities as they relate to SIP implementation for each member of the
school leadership team.

Leadership Team Member #1

Employee's Name
Ricky Bell

Position Title
Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name
Mary Zinger

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Nancy Logan

Position Title
Title 1 Instructional Intervention Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name
Amanda Armstrong

Position Title

Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name
Pam Little

Position Title
Behavior Resource Teacher

Job Duties and Responsibilities

Mrs. Little is in charge of discipline and positive behavior support. She assists teachers in improving their classroom management skills as well.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

At our Professional Development Day on Wednesday, July 31st, we will share data from the 23-24 school year and the plan with our staff. We will ask for input and feedback on goal setting as well as strategies. We seek feedback form our School Advisor Council which includes 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	52.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)

2023-24 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.

2023-24: B
2022-23: B*
2021-22: B
2020-21:
2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	7	14	9	10	19	14				73
One or more suspensions	4	1	2	0	2	1				10
Course failure in English Language Arts (ELA)	2	4	8	1	2	1				18
Course failure in Math	2	3	3	0	3	12				23
Level 1 on statewide ELA assessment	0	0	0	8	18	14				40
Level 1 on statewide Math assessment	0	0	0	10	16	19				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	27	35	28	20						110
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	34	39	23	24	35					155

Current Year 2024-25

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	2	3	4	6	18	15				48

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	0	2	0	0				6
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days		19	18	9	17	14				77
One or more suspensions			5	1	2	2				10
Course failure in ELA	1	4	4	11	2					22
Course failure in Math	1	1	3	4	6	1				16
Level 1 on statewide ELA assessment	1	22	48	19	11	22				123
Level 1 on statewide Math assessment	1	36	14	20	18	26				115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	22	48	19						123

Prior Year (2023-24) As Last Reported (pre-populated)

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	1	5	11	10	18	7				52

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	2						6
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65	55	57	63	52	53	51	53	56
ELA Grade 3 Achievement **	70	58	58	72	51	53			
ELA Learning Gains	65	57	60				64		
ELA Learning Gains Lowest 25%	54	51	57				50		
Math Achievement *	56	55	62	55	53	59	49	40	50
Math Learning Gains	55	59	62				60		
Math Learning Gains Lowest 25%	49	49	52				56		
Science Achievement *	68	54	57	58	54	54	50	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									
ELP Progress	75		61		61	59			80

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	482
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	62%	54%	34%		50%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	42%	No		
Black/African American Students	46%	No		
Hispanic Students	42%	No		
Multiracial Students	63%	No		
White Students	71%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	45%	No		
Black/African	35%	Yes	4	

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%
American Students				
Hispanic Students	47%	No		
Multiracial Students	61%	No		
White Students	78%	No		
Economically Disadvantaged Students	54%	No		

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%
Students With Disabilities	24%	Yes	3	1
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	30%	Yes	3	2
Hispanic Students	58%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	45%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%	70%	65%	54%	56%	55%	49%	68%					
Students With Disabilities	31%	36%	65%	64%	22%	45%	42%	33%					
Black/African American Students	42%	43%	50%	41%	28%	50%	64%	50%					
Hispanic Students	53%		50%		41%	25%							
Multiracial Students	64%		67%		64%	44%		77%					
White Students	77%	77%	76%		70%	66%	58%	76%					
Economically Disadvantaged Students	50%	55%	59%	50%	37%	48%	50%	61%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	72%			55%			58%					
Students With Disabilities	43%				46%								
Black/African American Students	43%	48%			23%			27%					
Hispanic Students	56%				38%								
Multiracial Students	54%				67%								
White Students	77%	85%			72%			79%					
Economically Disadvantaged Students	53%	61%			43%			57%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%					
Students With Disabilities	18%		29%		21%	29%	30%	18%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	20%		28%	38%	18%	45%	38%	26%					
Hispanic Students	44%		90%		35%	64%							
Multiracial Students	55%		90%		67%								
Pacific Islander Students													
White Students	63%		73%		60%	64%		50%					
Economically Disadvantaged Students	38%		54%	50%	39%	51%	44%	36%					

E. 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.

2023-24 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	71%	56%	15%	55%	16%
Ela	4	60%	51%	9%	53%	7%
Ela	5	61%	51%	10%	55%	6%
Math	3	65%	54%	11%	60%	5%
Math	4	51%	53%	-2%	58%	-7%
Math	5	51%	51%	0%	56%	-5%
Science	5	65%	50%	15%	53%	12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

One component that showed growth was the proficiency percentage of our third grade students in math. Their proficiency rate went from a 57% in 22-23 to 65% in 23-24 (eight percentage point increase). New actions included adding an additional adult support in the regular math classes and restructuring the math block to include more station work including small group instruction by the teacher. This is our second year of having accelerated math in 3rd grade which has allowed teachers to be familiar with the pacing and level of rigor.

Another component that showed growth was the proficiency percentage in fourth grade ELA. The proficiency rate in 4th grade ELA went from 52% to 60% (eight percentage points). We utilized Title 1 Intervention pull-out that included SIPP instruction and Achieve 3000. We also had three veteran teachers in that grade level.

Lowest Performance

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 (27% , last year it was 26%). For 4 years our ESSA subgroup of Black students' math proficiency has been low. We prioritized our focus in this area by providing extended day intervention programs in math for 4th and 5th grade students. We also added additional support personnel in our 3rd and 4th grade general math classes. We know that math was a subject that was hardest hit during the pandemic and students are still working on building their foundational skills and mathematical practices.

Greatest Decline

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

The greatest decline was in the proficiency rate for fourth and fifth grade math students. The proficiency of fourth graders in math went down from 57% to 52% (five percentage point difference) and the proficiency of fifth graders in math went down from 54% to 51% (three percentage point difference). Last year was the first year we offered Accelerated Math classes. This tracked students

by ability in math. The teachers teaching grade level math said it was a struggle to meet the needs of the students without student role models and peer tutors. Again, we haven't recovered from learning loss in math during the pandemic.

We added a 5th grade teacher after the first month of school and switched to a departmentalized approach. The new teacher taught all of our 5th grade math students aside from gifted. One of our three fourth grade teachers quit halfway through the year which left us with some gaps in continuity.

Greatest Gap

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.

When comparing the data with the state averages, both fourth and fifth grade math have lower averages than the state averages. Fourth-grade is 52% proficient in math and the state average is 58% proficient in math. Fifth-grade is 51% proficient in math and the state average is 56% proficient in math. Math is a subject that was hit the hardest during the pandemic. We do see growth in our students' math levels but it hasn't been enough time to get them to a Level 3 or higher. The reasons for this gap are the same as listed in the question above.

EWS Areas of Concern

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 41 students earn a Level 1 in ELA and 45 earn a Level 1 in Math. This is 19% and 20% respectively in our school.

Highest Priorities

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 Lowest Quartile Learning Gains
3. Increase Percentage of ELA Achievement Overall
4. Positive Culture and Environment - Communication
5. Science Achievement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For four years we have been below 41 percent for our Federal Index for Black students in math proficiency. Last year we were at 27 percent for this subgroup in math proficiency (up 1% from the previous year). Our goal is to be at 41 percent for math proficiency.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to have at least 41% of our Black students demonstrate grade level proficiency in math on the FAST PM3.

23-24 Data

- 3rd grade students - 6/15 = 40% proficiency
- 4th grade students - 5/22 = 23% proficiency
- 5th grade students - 3/15 = 20% proficiency

Goal for 24-25

- 3rd grade students - 8/18 = 44% proficiency
- 4th grade students - 7/17 = 41% proficiency
- 5th grade students - 11/26 = 42% proficiency
- 26/61 = 43% proficiency

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Chapter assessments will be monitored monthly on Clear Sight. 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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitor Data for ESSA Math Subgroup - Black Students

Person Monitoring:	**By When/Frequency:**
Nancy Logan	Quarterly for FAST and Monthly for Chapter Tests

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Students will take Common Assessments and FAST 2. Team Data Day/RTI - analyze data to identify students who need additional support and interventions

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our goal is to increase the percentage rate of students who are proficient in math as evidenced by the FAST PM3 score. This past year 55% of our third through fifth grade students were a Level 3 or higher. This is below the state rate of 58%. Looking at proficiency rate data by grade level through the past two years shows some concerning trends in fourth and fifth grade.

	22-23	23-24
3rd	57%	65%
4th	57%	52%
5th	54%	51%

We want to focus on teachers' instructional practices as they relate to math. We will be offering several Professional Development sessions around using math manipulatives, looking at benchmark data to inform instruction and small group content, and continuing the use of student goal setting and making students aware of success criteria for learning. We are also creating a Professional Learning Community regarding executive functioning and looking at ways it impacts students' academic success in math as well as other subject areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to match this year's state proficiency rate of 58% next year.

24-25	
3rd	65%
4th	55%
5th	54%

3rd - 5th - 58%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Classroom walkthrough data will be used to see if teachers are implementing best practices learned from PDs, sharing success criteria with students, and guiding students in goal setting. Coaching and/ or observing other classrooms will be provided as needed. FAST data and Common Assessment Progress Monitoring will be used to determine students' mastery of benchmarks.

Person responsible for monitoring outcome

Ricky Bell and Mary Zinger

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

One of our PDs will be on how to effectively incorporate the use of manipulatives in a math lesson. "When students manipulate objects, they are taking the first steps toward understanding math processes and procedures. The effective use of manipulatives can help students connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts" (Research on the, n.d.). The practice of using manipulatives during math lessons will be monitored by Walkthroughs.

Rationale:

"The majority of studies indicate that mathematics achievement increases when manipulatives are put to good use. Many studies also suggest that manipulatives improve children's long-term and short-term retention of math" (Boggan et al., 2010, p. 4).

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Another one of our PDs will focus on using data to guide instructional decisions including small group instruction/interventions, stations, spiral review content, and scheduling the math block effectively.

Rationale:

"Teachers use data to modify classroom instruction to fit the students' needs better. Most promisingly, schools and teachers work together to use data for inquiry into trends in students' achievement, to determine why trends occur and how to improve uncovered weaknesses." (https://www.nctm.org/ Research-and-Advocacy/Research-Brief-and-Clips/Using-Data/#:~:text=Teachers%20use%20data%20to%20modify,how%20to%20improve%20uncovered%20weakn

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Using Manipulatives During Math Lessons

Person Monitoring:	**By When/Frequency:**
Ricky Bell and Mary Zinger	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD on "Using Math Manipulatives During Math Lessons" will be provided on the Professional Development day and also during faculty meetings. 2. Classroom Walkthroughs will occur monthly to monitor the implementation of manipulatives. 3. FAST data and Common Assessment data will be

analyzed to monitor students' mastery of benchmarks.

Action Step #2
Using Data to Determine Best Practices for Teaching Math

Person Monitoring:	**By When/Frequency:**
Ricky Bell and Mary Zinger	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. PD on "Using Data to Determine Best Practices for Teaching Math" will be provided on the Professional Development day and also during faculty meetings. 2. Classroom Walkthroughs will occur monthly to monitor the implementation of best practices for teaching math based on data. 3. FAST data and Common Assessment data will be analyzed to monitor students' mastery of benchmarks.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our goal is to have consistent positive communication between all families and teachers towards the success of all students K-5. We currently have inconsistent delivery of communication depending on the grade level/teacher. This has been noted on parent feedback. Students are most successful when the partnership between families and teachers are strong.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Title 1 has a parent contact log which documents numbers from each grade level.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will check Title 1 Parent Log Documentation as well as parent feedback data. Teachers will send us a form of their communication to families monthly. Families will have a better idea of how to support their child in academic growth which will lead to student achievement increases.

Person responsible for monitoring outcome

Nancy Logan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Student planners will be provided to students in 3-5 grade. A common standard for using them will be established throughout these grades. Teachers will give parents brief weekly updates on lessons being taught in the classroom.

Rationale:

If parents know how to best support their child, they will set them up for success.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Family Communication

Person Monitoring:	**By When/Frequency:**
Nancy Logan	By Open House (9/5/24)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will make verbal contact with all families of their homeroom students during the first 20 days of school . Teachers are provided with an optional basic script on how to have that first contact conversation. Weekly communication will start after Open House.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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

https://www.sbac.edu/glensprings

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 "SkyAlerts" 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

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

- Students in grades 3 through 5 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 executive functioning and will submit a case study on the implementation in their classroom
- 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
- Our school will be 1:1 with iPads (K-2nd) and laptops (3rd-5th)

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school will involve parents in the planning, review, and improvement of Title I programs including parent involvement and in the decisions regarding how funds for parent involvement will be used by:
- Inviting input from parent members of the School Advisor Council (SAC).
- Inviting input from members of the Glen Springs Parent Teacher Association (PTA).
- Compiling data collected from parent feedback on School Climate Surveys.
- Compiling data collected from parent feedback on Parent Involvement Activity forms.

We will also coordinate and integrate our program with other Federal, State and local services, resources and programs. For example, we coordinate with the Early Childhood Education and VPK program by conducting Kindergarten Round Up and providing materials for parents to use at home and to help transition students to Kindergarten. We involve our Kindergarten teachers in the Kindergarten Roundup activities.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The school counselor is dedicated to providing the highest quality service to students, parents, and school personnel. Services offered include classroom lessons, individual and small group counseling. Individual and small group counseling are provided for those students who might need additional support.

Every classroom at Glen Springs is visited by the school counselor to present a series of lessons to address students' developmental needs so that students are able to gain knowledge and skills to help them be successful. These lessons cover areas of academic, career, and personal/social domains.

Small group counseling is offered to students that may benefit from a more in-depth focus on specific topics. Groups are formed based on parent and teacher input. These topics can be any of the following:
- Social Skills
- Friendship
- Test Anxiety
- Academic Success
- Anger Management
- Grief and Loss
- Changing Families

Other services available to our students from outside resources:
- Hazel Health
- Village Counseling
- Social Worker - twice a week on our campus
- School Psychologist - once a week
- SNAP program

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Xello is an online college and career readiness platform available to our students who can access it by logging into My Portal. K-2 students experience this though exploring Career Town and 3-5 students experience this by completing interactive missions. The goal of Xello is to equip students with the skills, knowledge, and attitudes that become the building blocks of meaningful life and career development.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Our Behavior Resource Teacher(BRT) leads the implementation of our schoolwide behavior plan. We have schoolwide expectations for behavior (PAWS) that all students and staff know:

- Positive Attitude
- Always Be Responsible
- Work Together
- Show Respect

Tier 1 behavior, expectations, procedures, and routines are taught by the classroom teacher. Students with Tier 2 or Tier 3 behavior concerns meet with the BRT for support. The BRT provides tools for students to learn pro-social behaviors such as empathy, impulse control, and anger management. For some students with Tier 3 behavior, the BRT will create a Behavior Intervention Plan.

The BRT also provides early intervening services for students such as daily check-ins or "breaks are better".

The BRT spearheads or PBIS program. The BRT works with the grade level teams to provide PBIS events 4-6 times a year.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Professional Learning
- Training offered on a variety of subjects by the district
- Mini PDs at Faculty Meetings presented by teachers, district personnel, or leadership team
- PD Days prior to preplanning

Using Data
The following assessment results will be analyzed to improve instruction:
- STAR/FAST assessment data
- Common Assessments - Go Math, Benchmark Advance, and FSSA(quarterly science for 3rd-5th grade)
- DIBELS, Waggle

Grade levels will participate in a Fall Data Day and a Spring Data Day

Teacher Retention
We work hard to build a positive climate and environment.
- a theme is chosen each year (this year is "Game Changers")
- postcards sent to teachers over the summer
- peer selected "Teacher of the Month"
- on the job coaching provided by our IIC
- team building field trip during preplanning
- Monday Memo Message to inspire, encourage, or build community

Teacher Recruitment
- interns on campus for onboarding routes for future staff members
- attend job fairs

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

- Kindergarten Round-Up held in April to introduce families and students to our school
- Transition meetings held with sending school for students in district Pre-K programs
- Opportunity for students to come in for a Kindergarten screening to help create balanced classes
- Speech and language services are provided by our SLP for students that meet the requirements

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

We identify the students and their specific math needs. Some of these trends align with our school needs and will be addressed on a Tier 1 level, but others are more specific to the students. These will be addressed during a math specific pull-out. This area will be discussed using most recent progress monitoring during leadership and data days. Data sources will be chapter assessments, Waggle, and FAST PM1-PM2.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Waggle - Utilized for diagnostic and targeted interventions due to it's alignment to the core curriculum and standards(Full Year)

Math Manipulatives - Research based to help with students struggling with math concepts (PD during pre-planning and mini-PD during monthly faculty meeting)

Support Personnel - Shifting priority from ELA to Math for pullout and support (Full Year)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00