

2008 – 2009 SCHOOL IMPROVEMENT PLAN

School Name: Glen Springs

District Name: Alachua

Principal: Leon Henderson

SAC Chair: To be named after the first meeting of new school year.

Superintendent: Dan Boyd

Date of School Board Approval: Pending School Board Approval in September, 2008

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The faculty and staff of Glen Springs are committed to providing a caring and nurturing environment in which the community and school work in collaboration and in support of all students. The faculty, staff, and administration work as a team to achieve excellence in all phases of the school's operation and programs. The entire school community holds the hope that the school can continue to serve as a neighborhood school with strong commitments to providing a caring and nurturing environment.

SCHOOL PROFILE/DEMOGRAPHICS

Glen Springs Elementary School was built as a neighborhood school in 1969 on a narrow 18 acre site. The site is level. The location of the school in the middle of an established neighborhood, helps to make the it a safe school. A four foot fence runs around the front playground. The rear of the school is not secured, with gates in fences opening into the neighborhoods on three sides of the school and numerous openings in homeowner fencing. The main core of the school will be fenced in the fall of 2008.

The facility contains six pods with four classrooms and a centrum in each pod (quads). The original school facility has had no major renovations since it was built with the exception of walling-in the open classrooms. A new kitchen and cafeteria was constructed in 2002, separate from the main building. The old kitchen lies vacant. The old cafeteria was walled-in to create two classrooms in the middle of the facility. The school has four portable buildings on campus, each over twenty years old, that house the music program, and three ESE programs.

The facility is in excellent shape for a forty year old school. It lacks the large classrooms, adequate bathrooms, office areas, resource rooms, storage areas, and security features found in newer schools. The facility is located on the site

in such a fashion that the facility blocks access to the rear of the building. The parent pick-up and drop-off areas block traffic from cars trying to drive into and out of the parking and delivery areas in the rear of the facility.

The facility has 475 permanent student stations. Presently, there are 475 students attending Glen Springs. The school is at capacity.

Glen Springs is considered a schoolwide Title I school. The Title I schoolwide program requires, regardless of the level of federal or state funding, that all instructional strategies meet the needs of historically underserved populations, that the school assist parents in transitioning children from early childhood preschool programs into the school, and that the school meet all aspects of the No Child Left Behind Act. These strategies include the Extended School Year (ESY) programs, before and after school programs, summer programs, push-in/pull-out instructional programs, classroom technology approaches, and tutoring programs. The instructional strategies listed above are consistent with and designed to implement Florida's Sunshine State standards. The district and school provide activities to ensure that students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance. Early evaluations, appropriate interventions, and quality teacher, paraprofessional, and parent inservice are examples of these activities. The school has an annual meeting for parents to explain the school's participation in the Title I Schoolwide Project. At the meeting, the school's Parent Compact is explained. The Compact is developed once a year during a meeting with the school's parents. The two meetings are but two of the several meetings with parents designed to involve parents in the planning, review, and improvement of school programs and the education of their children.

Glen Springs, like most schools in Florida and the district, did not meet all of the requirements of the federal No Child Left Behind Act and was deemed as a school in need of assistance. Because of the requirements of the act, the school must spend all of its Title I monies on programs and strategies approved by the State of Florida to meet the requirements of NCLB. The school must: incorporate strategies based upon "scientifically based research," must include policies most likely to ensure that all groups meet the state's proficient level by no later than 2013-14, regardless of the level of funding by the state or federal governments, must have measurable goals, must spend no less than 10% of the Title I allocation on professional development, and must meet other additional requirements of the state, such as develop instructional practices geared to challenging state standards and allow teachers to be included in some of the decisions regarding the use of academic assessments. The school must develop strategies for the early identification of students' difficulties on which to base effective assistance and provide effective teacher training.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

List your school's highly qualified administrators and briefly describe their credentials and their experience with increasing student academic achievement.

The school's principal for the 2008-2009 school year earned his Ph.D. from the University of Florida in 1982. The principal is in his third year at Glen Springs. He has been the principal of one other elementary school in Alachua County (Archer Community School), two elementary schools in Orange County (Meadow Woods and Cypress Park), and served as acting director of P.K. Yonge Developmental Research School (DRS) in Gainesville, Florida for two years. As the instructional leader in these four other public schools, he has seen academic achievement improve in each of these four schools. The school's principal has also served as a counselor, ESE teacher, dean, and assistant principal at various other K-12 schools in Florida.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas and schools.

Instruction at Glen Springs is carried out by highly Qualified teachers. Teachers are recruited into the district by the School Board of Alachua County. A rigorous screening process is in place at the district level to ensure that each candidate is highly qualified. The district personnel office provides assistance to teacher applicants to determine the applicants qualifications to be "highly qualified." The school attempts to attract "highly qualified" teachers to the school. The school district also has strategies in place for attracting highly qualified teachers to high needs schools and for attracting teachers to high needs certification areas. The school notifies parents through the school newsletter of their right to request information regarding the professional qualifications of their child's teacher. Because the school and district value quality professional development inservice, the school district has provided the school with ongoing teacher professional development. Inservice education is an integral part of continued employment in the school district(MyLearningPlan.com). All beginning teachers are assigned a teacher mentor. Grade levels are organized with grade level chairs who serve as mentors to their team. The Curriculum Resource Teacher (CRT), the Behavioral Resource Teacher (BRT) and the Guidance Counselor serve as mentors as well. The principal monitors classroom

instruction following professional development inservice and ensures effective teaching strategies are being implemented in the classroom.

All title I paraprofessionals who work with children meet Title I requirements (NCLB) and work under the direct supervision of a teacher, and tutor children only when they would not otherwise be receiving instruction in the classroom. The district's Title I office and the principal provide assistance to paraprofessionals in meeting all Title I requirements.

Staff List

Please attach a copy of the Staff List in MS Word .doc format only! [Name, Area(s) of Certification, Endorsement(s), Teaching Assignment(s), Type of Certificate, Number of years teaching] (Word document template provided below)

Staff List

School Name: Glen Springs

District: Alachua

Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of years teaching
Henderson	Admin., EH, Art, JM, GC	ESOL	Principal	P	30+
Diaz	EE, EC		CRT	P	20
Haile	EE		BRT	P	30+
Zichi	GC		Guidance	P	2
Bigler	EC (PK-3)		K	T	0
Rucker	EC (PK-3)		K	P	30+
Griffis	E(K-6)		K-1	P	2
Lee	EE		1	P	30
Gebhardt	EE		1	P	27
Mosely	EE		2	P	30+
Clifton	EE, Art		2	P	3
Adams	EE, EC		K-2	P	30+
Birkbeck	EE		K-2	P	2
Schroeder	EE, EC		K-2	P	30+
Harmon	EE		K-2	P	30+
Ashley	EE, EC	ESOL	K-2	P	1
Bunt	EE, EC	ESOL	K-2	P	1
Smith	EE, ESE		3	P	1
Clifton	EE,		3	P	30+
Osejo	EE, EC, MG(Eng),	ESOL	3	P	20
Jacobs	EE, MG(Eng)	Gifted	3	P	27
Cooke	E(K-6)	ESOL	3	P	5
Carey	E(K-6)		4	P	7

Strong	EE		4	P	30+
Hope	EE, ESE, Media		4/5	P	7
Gore	EE		5	T	0
Dunphy	EE		5	P	29
Clendenin	EE, EC,	Gifted	5	P	29
Diehl	VE(K-12), SOC(8-12)		ESE	P	18
Waldo	EE, Math(6-9), SLD(K-12)		ESE	P	25
Finnerty	ESE(K-12)		ESE on Family Leave	P	2
Long	EE, ESE		ESE Perm. Sub.	P	3
Ferguson	EE,	Gifted	Gifted	P	12
McDermott	Speech Language		Speech Language	P	3
Alexander	Speech Language		Speech Language	P	2
Johnson	EE	ESOL	FCIM, Title I Pull-Out	P	2
Croft	EE,	Reading	Title I Pull-Out	P	3
Brown	Art		Art	P	30+
DesForges	Music		Music	P	30+
Berardino	PE, EE,		PE	P	29
Jost	Media, JM, Eng. 6-12		Media	P	3

Note: To insert additional rows, click in any cell of the last row of this table. Then on the top menu bar of MS-Word, select the menu item "Table", then expand the item "Insert" and finally select the "Rows Below" option.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Please include other Title programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.

Glen Springs is considered a schoolwide Title I school and all federal school assistance programs (ESOL and ESE) with the exception of foodservice, are considered part of the schoolwide Title I program. The Title I schoolwide program requires, regardless of the total level of federal, state, or local school funding, that all instructional strategies meet the needs of historically underserved populations and that the school assist parents in transitioning children from early childhood preschool programs into the school. These strategies include, based upon the level of state and

federal funding, Extended School Year (ESY) programs, before and after school programs, summer programs, push-in/pull-out instructional programs, programs and funding to provide technology in the classroom or lab setting, and tutoring programs. With available Title I funding, the district and school provide activities that are designed to ensure that students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance. Appropriate evaluations, appropriate interventions, and quality teacher, paraprofessional, and parent inservice are examples of these activities.

School Wide Improvement Model

Note: Required for Title I

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

The intent of the Push-In/Pull-Out Tutorial Model is to hire resource teachers in reading and math to implement Push-In/Pull-Out Models for the lowest performing students. Teachers and schools will utilize diagnostic and prescriptive data. These assessments will assist in the diagnosis, teaching, and learning in the classroom so that children will meet state standards. District staff will provide assistance and monitoring to ensure fidelity and to assist in analyzing data. Intensive instruction will be offered to Level 1 and 2 FCAT and lower level DIBELS students. Tutorials will be scheduled through a CIM's facilitator and CRT, with leadership provided by the CRT. Assessment and diagnostic tools will include DIBELS and Basal tests.

NCLB Public School Choice

Note: Required for Title I

Public School Choice Notice to Parents

Please attach a copy of the Public School Choice Notice to Parents in MS Word .doc format only!

Notification of SINI Status

Please attach a copy of the Notification of SINI Status to Parents in MS Word .doc format only!

Pre-School Transition

Note: Required for Title I

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Families of preschool children transitioning into kindergarten programs are provided assistance during the school's Kindergarten Round-Up, held annually in the Spring of the year. At the Kindergarten Round-Up, parents are provided an overview of the school and the facility, provided immunization and health information, and provided registration information. Children are provided an

opportunity to meet the teachers and experience various kindergarten activities.

Families of preschool handicapped children are provided transition assistance through the district's ESE department.

The district provides transition for students arriving from Head Start and VPK programs within the district.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Describe your school's Teacher Mentoring Program.

The School board of Alachua County Induction Program assists newly hired teachers to be successful in their first year in the classroom as well as helps with teacher retention within the school and within the district. Newly hired teachers are assigned a mentor teacher the first week of school. The mentor teacher will meet with the new teacher and the principal until the new teacher has completed all of the requirements of the Induction Program. The program requirements involve classroom observations of the new teacher, feedback to the new teacher, and additional observations. The new teacher is required to attend Induction Program sessions with other new teachers in the district that introduce the new teachers to curriculum information and teacher-related skills necessary in the development of professional teachers.

Teacher Mentoring List

Please attach a copy of the Teacher Mentor List in MS Word .doc format only! [Mentor Name, Proven Student Achievement, Mentee Assigned, Planned Mentoring Activities] (Word document template provided below)

Teacher Mentoring List

School Name:

District:

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
TBA		Bigler	Induction Program Activities as Needed
TBA		Gore	Induction Program Activities as Needed

Note: To insert additional rows, click in any cell of the last row of this table. Then on the top menu bar of MS-Word, select the menu item “Table”, then expand the item “Insert” and finally select the “Rows Below” option.

Extended Learning Opportunities

Note: Required for Title I

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

The school provides parents with choices involving after-school activities, extended-day activities, extended-year activities, and summer programs. The district sponsors an extended-day enrichment program (EDEP) which also runs five days a week, eight hours a day, during the summer. The Girl’s Club, the YMCA, O2B Kids, and numerous small day care providers serve the school after school hours. All of these provides pick students up after school and bus them to their facility. These providers also run summer programs. The school district runs a two week long, summer overnight camp for students (Camp Crystal). The school district allows SES providers to serve students in tutoring programs during the fall semester. Currently, about four providers serve the Glen Springs population.

GOALS

Goal: Reading

***Note: Required for Title I**

Needs Assessment:

Did all student subgroups meet AYP targets? Test results from the Florida School Grades reports (School Grades and AYP) indicate that the majority of students are currently scoring above targeted levels (level 3) in reading.

All subgroups did not make AYP (58%). Blacks scored 42%, Economically Disadvantaged scored 56%, and Students w/Disabilities scored 34%.

70 % of the students met high standards (Reading at [FCAT level 3] grade level or above).

63 % of the students made learning gains (move up one level, maintain level 3,4, or 5, or improved their developmental scale score (4th grade 230, 5th grade 166).

45 % of the lowest quartile (25%) made adequate progress (move up one level or make learning gain). Fifty percent or more is required.

Did 50% or more of lower 25% make learning gains? No (45%)

Did 50% or more make learning gains? Yes (63%)

Did the percent proficient increase? No (We went down 1%, from 69% to 68%)

Objective:

#1. 70 % of students will make learning gains in reading.

Strategies:

Utilize Macmillan/McGraw-Hill reading program, Accelerated Reader, and Title I push-in/pull-out resource model. Utilize data from assessments determine what revisions are needed to the delivery of instruction so that children will meet the State of Florida academic achievement standards. The principal, CRT, FFFCIM's coordinator, push-in/pull-out teachers, and classroom teachers will be included in decisions regarding the use of academic assessments and instructional decisions.

Evaluation:

Utilize the FCAT and area of Florida School Grades report identifying percent making learning gains in reading.

Evidence-based Program(s):

Macmillan/McGraw-Hill reading program and FCIMs.

Professional Development Aligned with this Objective:

- Participate in Title I “Restructuring” inservice.
- Participate in Title I FCIM summer training.
- Participate in Macmillan/McGraw-Hill reading program summer inservice.

Objective:

#2 All subgroups and lowest 25% will score at or above grade level in reading (58%).

Strategies:

Utilize Florida’s Continuous Improvement Model (FCIM) to organize instruction to meet the needs of the school’s low performing population (all subgroups not making AYP). The FCIM is a continuous cycle of examining the data, determining the instructional focus needed to address the areas of low performance, mapping an instructional timeline for addressing priority areas and implementing the timeline. It includes frequent assessments to identify mastery and non-mastery students, charts tutorial time for non-mastery students, and enrichment opportunities for mastery students. Emphasis is given to reinforcing learning through maintenance activities and continuous monitoring of the process by school instructional leaders. Utilize data from assessments determine what revisions are needed to the delivery of instruction so that children will meet the State of Florida academic achievement standards. The principal, CRT, FCIMs coordinator, push-in/pull-out teacher, and classroom teachers will be included in decisions regarding the use of academic assessments and instructional decisions.

- Utilize double dose scheduling during social studies/science block for grades K – 3.
- Utilize co-teaching and other inclusion strategies and methods in grades 3 – 5.
- Utilize multi-age grouping (Project Friends) to maximum extent for grades K –

Evaluation:

Utilize FCAT data as shown on Florida School Grades Annual Yearly Progress (AYP) report. All subgroups will score greater than 58 % in reading.

Evidence-based Program(s):

Macmillan/McGraw-Hill reading program, and FCIMs.

Professional Development Aligned with this Objective:

- Participate in Title I “Restructuring” inservice.
- Participate in Title I FCIM summer training.
- Participate in Macmillan/McGraw-Hill reading program summer inservice.

(Add objectives, strategies, evaluations, evidence-based programs, and professional development as needed)

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Macmillan/McGraw-Hill reading program	District	N/A	
FCIMs instructional personnel	Title I	34,291	
			Total:
Technology			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Other			
Description of Resources	Funding Source	Available Amount	
		N/A	
Total:\$34,291			
			Final Total:

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All teachers at Glen Springs Elementary School are highly qualified. All paraprofessionals at Glen Springs Elementary School meet all requirements of No Child Left Behind (NCLB).

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**

Needs Assessment:

Did all student subgroups meet AYP targets? Test results from the Florida School Grades reports (School Grades and AYP) indicate that the majority of students are currently scoring above targeted levels (level 3) in mathematics.

All subgroups did not make AYP (62%). Blacks scored 40%, Economically Disadvantaged scored 44%, and Students w/Disabilities scored 27%.

62 % of the students met high standards (achieving at grade level [FCAT level 3] and above).

59 % of the students made learning gains (move up one level, maintain level 3,4, or 5, or improved their developmental scale score (4th grade 162, 5th grade 119).

73 % of the lowest quartile (25%) made adequate progress (move up one level or make learning gain)in math. Fifty percent or more is required.

Did 50% or more of lower 25% make learning gains? Yes (73 %)

Did 50% or more make learning gains? Yes (59 %)

Did the percent proficient increase? Yes and No (We stayed the same at 61 %)

63 % of students will score above grade level in mathematics.

Objective:

#1. 60 % of students will make learning gains in mathematics.

Strategies:

- Utilize Title I tutorial Model of hiring teachers to implement push-in/pull-out tutoring in math. Utilize FCIMs Model for management. Classroom and push-in/pull-out teachers will provide direct teaching based on analysis of individual student data. Instructional decision-making will rely upon the use of diagnostic and prescriptive analysis to implement, deliver, and assess the effectiveness of instructional programs. District staff will provide assistance, staff development, and monitoring to assure fidelity to the program.
- Continue to offer SES tutoring.

Evaluation:

Utilize the FCAT 2008 – 2009 and areas of Florida School Grades report identifying percent making learning gains in mathematics.

Evidence-based Program(s):

Harcourt Math, Title I push-in/pull-out, and FCIMs Model.

Professional Development Aligned with this Objective:

- Teachers will attend district Title I Restructuring summer inservice.
- Teachers will attend push-in/pull-out Title I summer inservice.

- Teachers will attend FCIM’s Model inservice.

Objective:

#2. All subgroups and the lowest 25%, will score at or above grade level in math (level 3 or higher).

Strategies:

Utilize Florida’s Continuous Improvement Model (FCIM) to organize instruction to meet the needs of the school’s low performing population. The FCIM is a continuous cycle of examining the data, determining the instructional focus needed to address the areas of low performance, mapping an instructional timeline for addressing priority areas and implementing the timeline. It includes frequent assessments to identify mastery and non-mastery students, charts tutorial time for non-mastery students, and enrichment opportunities for mastery students. Emphasis is given to reinforcing learning through maintenance activities and continuous monitoring of the process by school instructional leaders.

Evaluation:

Utilize the FCAT 2008 – 2009 and areas of Florida School Grades report identifying percent making learning gains in mathematics.

Evidence-based Program(s):

Harcourt Math, Title I push-in/pull-out, and FCIMs Model.

Professional Development Aligned with this Objective:

- Teachers will attend district Title I Restructuring summer inservice.
- Teachers will attend push-in/pull-out Title I summer inservice.
- Teachers will attend FCIM’s Model inservice.

(Add objectives, strategies, evaluations, evidence-based programs, and professional development as needed)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Textbooks	District	N/A
FCIMs instructional	Title I	34,291

personnel			
			Total:
Technology			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Other			
Description of Resources	Funding Source	Available Amount	
		N/A	
Total:\$34,291			
			Final Total:

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All teachers at Glen Springs Elementary School are highly qualified. All paraprofessionals at Glen Springs Elementary School meet all requirements of No Child Left Behind (NCLB).

End of Mathematics Goal

Goal: Writing

***Note: Required for Title I**

Needs Assessment:

Did the percent proficient increase? Yes and No (Stayed same at 93 %)

Ninety-three percent scored at level 3.5 or higher on the writing portion (Combined) of the FCAT. Eighty-two percent scored at the level 4.0 or higher. These overall scores contributed to the school making AYP in writing and contributed to the school's grade. AYP does not include subgroups in writing. The school's grade does not depend upon a lower quartile in writing making progress.

Objective:

Students will increase FCAT AYP “Improved Performance in Writing” score by 1%.

Strategies:

A specified writing block will be incorporated into each teacher's daily schedule. Writing samples will be scored for each student on a two week schedule. The writing scores will be discussed with the Principal and Curriculum Resource Teacher in an effort to bolster instruction.

Evaluation:

FCAT AYP “Improved Performance in Writing” Score for 2008 - 2009.

Evidence-based Program(s):

Cathy Robinson Writing Strategies.

Professional Development Aligned with this Objective:

Inservice beginning teachers (4th grade).

Objective:

Strategies:

Evaluation:

Evidence-based Program(s):

Professional Development Aligned with this Objective:

(Add objectives, strategies, evaluations, evidence-based programs, and professional development as needed)

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Technology			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Other			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
			Final Total:

End of Writing Goal

DRAFT

Goal: Science Fifty percent of fifth grade students will score level 3 or higher.

***Note: Required for Title I**

Needs Assessment:

Twenty-six percent of fifth grade students scored level 3 or higher on the FCAT.
Median Scale Score was 290.

Objective:

Median Scale Score will increase by 30 points.

Strategies:

- Continue to implement new basal and teach to the SSS.
- Utilize a hands-on approach to involve students.

Evaluation:

FCAT Fifth grade science scores.

Evidence-based Program(s):

Scott Foresman Science K-5

Professional Development Aligned with this Objective:

Utilize district inservice.

Objective:

Strategies:

Evaluation:

Evidence-based Program(s):

Professional Development Aligned with this Objective:

(Add objectives, strategies, evaluations, evidence-based programs, and professional development as needed)

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Technology			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Other			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
			Final Total:

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All teachers at Glen Springs Elementary School are highly qualified. All paraprofessionals at Glen Springs Elementary School meet all requirements of No Child Left Behind (NCLB).

End of Science Goal

Goal: Parent Involvement

***Note: Required for Title I**

Needs Assessment:

Glen Springs had 6,600 volunteer hours for 2006-07. School had 45 volunteers under the age of 21, 110 volunteers age 21-61, and 6 volunteers over age 61.

Objective:

To increase parental involvement in school activities (as measured by total volunteer hours by 2%)

Strategies:

- Recruit new Volunteer Coordinators to increase parent participation.
- Schedule conference day to include evening hours to better facilitate parent schedules.
- Hold evening meetings to familiarize parents with student progress reports.
- Recruit parents to assist in re-building the Glen Springs web site.
- Provide parents with test and assessment results.
- Explain and distribute the parent compact.
- Work with the PTA in effort to sponsor movie night, and family literacy events.
- Train teachers/parent volunteers to work together.
- The school provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to parents.

Evaluation:

Document increased volunteer hours.

Evidence-based Program(s):

N/A

Professional Development Aligned with this Objective:

N/A

Objective:

Strategies:

Evaluation:

Evidence-based Program(s):

Professional Development Aligned with this Objective:

(Add objectives, strategies, evaluations, evidence-based programs, and professional development as needed)

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Technology			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Other			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
			Final Total:

End of Parent Involvement Goal

Goal: Return on Investment Our school will demonstrate efforts to improve student performance in a fiscally efficient manner.

Note: Please contact your district finance office for assistance with this goal.

Note: Required for Title I

Needs Assessment:

Our school's 2006-2007 (most recent dates published by State of Florida) percentile ranking is 29 %. The ROI Percent of The Highest ROI Value is 53 %.

Objective:

Our school's ROI percentile ranking will increase.

Strategies:

To improve annual learning gains:

- Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.
- Identify lowest quartile students early and provide additional assistance.
- Provide strategies to parents for their student's academic improvement.
- Continue to provide high quality teacher professional development and monitor its implementation.

To lower the cost per weighted full time equivalent (FTE) student:

- Reallocate school resources to better implement teaching, learning, and class-size mandates (e.g., combine teacher aide positions into a teacher position.
- Purchase evidence-based materials and use them effectively.
- Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Archives.
- Utilize school and district inservice training.

Evaluation:

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.

End of Return on Investment Goal

ADDITIONAL GOALS (Optional)

Goal:

Needs Assessment:

Objective:

Evaluation:

Strategies:

Evidence-based Program(s):

Professional Development Aligned with this Objective:

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Technology			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
		N/A	

Other			
Description of Resources	Funding Source	Available Amount	
		N/A	
			Total:

(Add goals, objectives, strategies, evaluations, evidence-based programs, professional development, and budgets as needed)

[End of Additional Goals](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

Measures Being Taken to Comply with SAC Requirement

--

SAC Membership Roster

List of Members

Member Name	Position
Leon Henderson	Principal
Elaine Strong	Teacher Representative
Carlene Harmon	Teacher Representative
Lee McAndrew	Career Service Representative
Sobha Jaishankar	Parent Representative
Derek Bentley	Parent Representative
Ron Nutter	Community Representative
Dick Schneider	Community Representative

SAC Involvement

Describe the activities of the School Advisory Council.

<p>The School Advisory Council meets in accordance with the current policy adopted by the School Board of Alachual County and state statute. The School Advisory Council approves funding requests involving School Improvement monies and are active and involved in all matters related to the academic improvement of the school.</p>
--

FINAL BUDGET (Insert Rows as Needed)

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Increase AYP Reading/Math Scores	Title I Push-IN/Pull-Out	Title I	\$68,583
			Total:
Technology			
Goal	Description of Resources	Funding Source	Available Amount
			N/A
			Total:
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
			N/A
			Total:
Other			
Goal	Description of Resources	Funding Source	Available Amount
			N/A
			Total:\$68,583
			Final Total:

IMPLEMENTATION EVALUATION

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

The school will continue to work towards reaching the nation’s goal of “No Child Left Behind.”



DRAFT