

Miami-Dade County Public Schools

# NORTH GLADE ELEMENTARY SCHOOL



## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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We provide the highest quality education so that all our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### Provide the school's vision statement

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North Glade Elementary School is committed to developing all students' full potential and confidence that will enable them to become lifelong learners and productive citizens of society regardless of their background and socioeconomic status.

## 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

Judy Gonzalez

#### Position Title

Principal

#### Job Duties and Responsibilities

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Direct and manage the instructional program and supervise operations and personnel at the campus level.

Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, the success of instructional programs, and the operation of all campus activities. Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure the attainment of the school's mission. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement by celebrating students' and staff success.

### Leadership Team Member #2

#### Employee's Name

Lisa Bell

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assist the school principal in the overall administration of instructional programs and campus-level operations. Coordinate assigned student activities and services. Encouraged and support the development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.

**Leadership Team Member #3**

**Employee's Name**

Victor Seres

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Reading Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Reading Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

**Leadership Team Member #4**

**Employee's Name**

Maria Sermeno-Garcia

**Position Title**

Counselor

**Job Duties and Responsibilities**

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School counselor works to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, the school counselor creates a school culture of success for all. Individual student academic planning and goal setting. Provides counseling and classroom lessons based on student success standards. Short-term counseling to students and

referrals for long-term support in collaboration with families/ teachers/ administrators/community for student success

## 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.*

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The Leadership Team develops and reviews the School Improvement Plan (SIP) with the faculty and with the EESAC members. The faculty and staff provide input based on the 2023-2024 data and the areas needed for improvement to increase students' achievement. The SIP plan is presented to parents during open house and decisions will be documented in the EESAC minutes for approval.

### 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))

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The Leadership Team will monitor the implementation of the School Improvement Plan and the impact on increasing student achievement. Processes that will be used to monitor SIP includes: classroom walkthroughs, data chats, i-Ready and FAST progress monitoring, ELA and Math Topic Assessments, quarterly Science assessments. We will continue to make instructional adjustments to increase student achievement on the state assessments.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>99.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: C* 2021-22: C 2020-21: 2019-20: A</b>

## 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	0	3	1	2	1	2	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	4	7	3	0	0	0	0	15
Course failure in Math	0	1	1	7	8	4	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	4	7	7	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	3	5	7	0	0	0	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		14	15	20						49
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	1	8	3					15

#### 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	0	0	0	6	11	8	0	0	0	25

#### 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	0	0	0	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	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	1	9	4	8	2	2				26
One or more suspensions										0
Course failure in ELA		1	1	8	2	3				15
Course failure in Math		1	2	5	2	6				16
Level 1 on statewide ELA assessment				4	4	11				19
Level 1 on statewide Math assessment				2	3	6				11
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	18	13	16						64

**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	1	1	8	3	10				24

**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	1		4						6
Students retained two or more times					1					1

## 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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	63	57	52	60	53	43	62	56
ELA Grade 3 Achievement **	44	63	58	48	60	53			
ELA Learning Gains	71	64	60				48		
ELA Learning Gains Lowest 25%	77	62	57				30		
Math Achievement *	55	69	62	47	66	59	44	58	50
Math Learning Gains	69	65	62				69		
Math Learning Gains Lowest 25%	83	58	52				55		
Science Achievement *	71	61	57	26	58	54	29	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	74	64	61	52	63	59	60		

\*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 (FPI) 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)	ATSI
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	606
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	50%	47%	34%		63%	58%

\* 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	27%	Yes	3	1
English Language Learners	63%	No		
Black/African American Students	60%	No		
Hispanic Students	64%	No		
Economically Disadvantaged Students	60%	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	40%	Yes	2	
English Language Learners	52%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	43%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	40%	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	28%	Yes	1	1
English Language Learners	56%	No		
Native American Students				
Asian Students				
Black/African American Students	43%	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%
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	48%	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	62%	44%	71%	77%	55%	69%	83%	71%					74%
Students With Disabilities	18%				36%								
English Language Learners	45%		71%	70%	45%	71%							74%
Black/African American Students	73%				47%								
Hispanic Students	59%	27%	68%	75%	57%	68%	80%	72%					74%
Economically Disadvantaged Students	55%	45%	63%		53%	63%		77%					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	52%	48%			47%			26%					52%
Students With Disabilities	47%				33%								
English Language Learners	43%				38%								76%
Black/African American Students	45%				40%								
Hispanic Students	52%	46%			50%			21%					75%
Economically Disadvantaged Students	44%	31%			40%			17%					69%

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	43%		48%	30%	44%	69%	55%	29%					60%
Students With Disabilities	25%		14%		30%	43%							
English Language Learners	43%		43%		52%	80%							60%
Native American Students													
Asian Students													
Black/African American Students	37%		65%		33%	60%		20%					
Hispanic Students	50%		36%		50%	74%		31%					58%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	43%		49%	30%	43%	68%	55%	29%					63%

## 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	32%	56%	-24%	55%	-23%
Ela	4	50%	55%	-5%	53%	-3%
Ela	5	48%	56%	-8%	55%	-7%
Math	3	28%	65%	-37%	60%	-32%
Math	4	57%	62%	-5%	58%	-1%
Math	5	42%	59%	-17%	56%	-14%
Science	5	48%	53%	-5%	53%	-5%

### 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?

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***5th Grade Science showed the most improvement, with an increase of 48 percentage points.***

What new actions did your school take in this area?

- ***A master schedule that included a wheel for 4th/5th grade***
- ***A science Lab was created with of the essential tools and materials need for hands on exploration.***
- ***Consistent use of EduSmart (Intervention science program)***
- ***Student-engaged activities (hands-on)***
- ***Kahoot Activities (technology)***
- ***Consistent use of Elevate Science book***
- ***Each student had a Science interactive notebook***
- ***Teacher attending Science Professional Development***
- ***The teacher tutored twice a week, to provide remediation and enrichment to increase student achievement.***
- ***The Science CSS provided support to build capacity in teacher and strength student knowledge.***

##### Lowest Performance

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

---

***The data component that showed the lowest performance was 3rd-grade Math at 33% proficiency on FAST.***

***The contributing factors included:***

- ***Novice teacher, less than 3 years & New to grade level***
- ***Teacher had two different grade levels (2nd/3rd)***
- ***Teacher fell behind in pacing guide.***

- *Teacher attendance*
- *Low performance class*
- *Lack of Individualized instruction for Intervention/D.I. Groups*
- *Large 3rd Grade Class (25 Students)*

### **Greatest Decline**

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

---

*Overall, the data component that showed the greatest decline in student proficiency from the prior year was 3rd-grade Math. In 2023, NGE scored (59%) proficiency in 3rd-Grade math compared to (33%) in 2024. We declined by 26%.*

*The contributing factors included:*

- *Novice teacher, less than 3 years & New to grade level*
- *Teacher had two different grade levels (2nd/3rd)*
- *Teacher fell behind in pacing guide.*
- *Teacher attendance*
- *Low performance class*
- *Lack of Individualized instruction for Intervention/D.I. Groups*
- *Large 3rd Grade Class (25 Students)*

### **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.

---

*The data component that had the greatest gap compared to the state's average was 27% in 3rd grade mathematics.*

*The contributing factors included:*

- *Novice teacher (New to grade level)*
- *Teacher had two different grade levels (2nd/3rd)*
- *Teacher fell behind in pacing guide.*
- *Students were a low performing group.*
- *Lack of Individualized instruction for Intervention/D.I. Groups*
- *Large 3rd Grade Class (25 Students)*

### **EWS Areas of Concern**

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

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***Based on the EWS data the following potential area of concern is student attendance, specifically students who have 16-30 absences in kindergarten. In this area, we were at 36%. We will work with parents on the importance of attending school regularly in kindergarten. There will be a school-wide attendance incentive for students. And an individualized incentive plan for truant students.***

### **Highest Priorities**

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

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***The highest priorities for school improvement for the 2024-2025 school year are:***

### **Curriculum**

- Consistent intervention and D.I. Groups in K-5 / Focused on 4th grade group
- Math intervention & hands on activities
- Start tutoring earlier - September (if funds are available)
- Science labs
- Consistent use of EduSmart in grades 3rd-5th
- High expectations for teachers (engaging environment)
- Student-engaged activities (technology) (hands-on)
- Differentiated Instruction (core content area)
- Professional Development for teachers to build capacity / icads
- Classroom Anchor charts

### **School climate**

- Monthly success celebration for students and staff
- Monthly parent meeting (Family Engagement)

## 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 Students With Disabilities (SWD)

#### 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.

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According to the 2023-2024 MATH FAST, 33% of our 3rd grade students were proficient in the MATH FAST PM 3 as compared to the state average of 60%. Based on the data and the identified contributing factors such as novice teacher, teacher attendance, low performing class, lack of D.I. groups, fell behind in pacing guide, and large population of ESOL students, we will implement the Targeted Element of data driven instruction to increase student achievement. As an ATSI school the subgroup that's low performing is our students with disabilities (SWD). We will monitor the explicit instruction during D.I. groups to reteach skills needed for student success using the BEST Standards.

#### 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.

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With the implementation of data driven instruction in grade 3, our Math proficiency data will increase by 5% on the 3rd grade Math FAST PM3 using the following instructional practices such as, using math manipulatives, IXL, interactive math journals, and teacher assigned lessons by FAST PM3.

#### 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.

---

The administrative team will conduct regular walk-throughs during math lessons. Monitor and track topic math assessment. This data will be analyzed during common planning to ensure students are demonstrating growth through target instruction.

#### Person responsible for monitoring outcome

Administration

#### 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:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Through the use of data-driven instruction we will monitor student data after assessments to determine learning outcomes and identify areas in need of remediation and enrichment, ensuring all students needs are met resulting in an increase on Math Topic Assessments and the 2025 Math FAST assessment.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**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**

Differentiated Instruction

**Person Monitoring:**

Administration

**By When/Frequency:**

September 27, 2024

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

Administrative team will monitor DI folders for math instruction for the 2024-2025 school year.

**Action Step #2**

Technology Integration

**Person Monitoring:**

Administration

**By When/Frequency:**

September 27, 2024

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

Administrative team will monitor student usage on i-Ready lessons and performance to drive instruction for remediation and enrichment.

**Action Step #3**

Differentiated Instruction

**Person Monitoring:**

Judy Gonzalez, Principal - Lisa Bell, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

The administrative team will monitor differentiated instruction in the math classrooms during walkthroughs to make sure instruction is being implemented with fidelity.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****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.

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According to the 2023-2024 Reading FAST PM 3, 62% of our ELA students in grades 3rd-5th were proficient on the ELA FAST PM 3 as compared to the state average of 54%. Based on the data and the identified contributing factors such as students that are performing 2-grade levels below, large ESOL influx, student attendance, and one class per grade level with a multitude of achievement levels within the same group. We will implement data-driven instruction to increase student achievement. As an ATSI school, the subgroup that's low performing is our Students with Disabilities (SWD). We will monitor the explicit instruction during D.I. groups to reteach skills needed for student success using the BEST Standards.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**


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According to the 2024 FAST PM 2 STAR Reading data for students in K-2, the data showed that 19 students in Kindergarten, 24 students in first grade, and 20 in second-grade students were below the 34% percentile. Based on the data, we will continue to analyze data from progress monitoring while implementing differentiation instruction in the classroom to remediate students and increase student proficiency. In addition, differentiated instruction will be implemented with fidelity and intervention to our lowest 25% and 35% students. We are going to use the B.E.S.T. standards and progress monitoring in

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**


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According to the 2023 FAST data 62% of the students in grades 3rd-5th showed proficiency in ELA. In 3rd grade 44% of the students are proficient, fourth grade 71% of the students are proficient, and in 5th grade 67% of the students are proficient. Based on the data, we will continue to analyze data from progress monitoring while implementing differentiation instruction in the classroom to remediate students and increase student proficiency. In addition, differentiated instruction will be implemented with fidelity and intervention to our lowest 25% and 35% students. We are going to provide the scaffolding necessary in third through fifth grade to make learning gains and move toward proficiency.

**Grades K-2: Measurable Outcome(s)**

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If we successfully implement Differentiated Instruction, then our kindergarten through second-grade students will increase in Reading by a minimum of 10 percentage points as evidenced by the 2025 FAST STAR Reading PM3 Assessment and improvement in proficiency.

**Grades 3-5: Measurable Outcome(s)**

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If we successfully implement Differentiated Instruction, then our third through fifth-grade students will increase in Reading by a minimum of 10 percentage points as evidenced by the 2025 FAST Assessment and improvement in 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.

---

The administrative team will conduct regular walk-throughs during reading lessons. The reading coach will monitor and track reading progress monitoring assessments and differentiated folders. Administration will analyze the data during common planning to ensure students are demonstrating growth through target instruction.

**Person responsible for monitoring outcome**

Administration and Reading Coach

**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:**

Data-driven instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-driven instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**Rationale:**

Through the use of data-driven instruction, we will monitor student data after assessments to determine learning outcomes and identify areas in need of remediation and enrichment, ensuring all students' needs are met on progress monitoring assessments and the 2025 FAST PM 3.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**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 instructional planning and delivery of the reading program curriculum. (differentiated and intervention )

**Person Monitoring:**

Administration and Reading Coach

**By When/Frequency:**

September 27, 2024

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

Meet with teachers weekly during common planning to make sure the reading curriculum is implemented with fidelity, As a result, teachers will be able to identify the appropriate resources for student success.

**Action Step #2**

Provide individualized instruction to (SWD) students in reading and to ensure accommodations are being implemented.

**Person Monitoring:**

ESE Support Facilitator

**By When/Frequency:**

September 27, 2024

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

Meet with teachers bi-weekly to review lesson plans and develop additional strategies to support instruction for SWD students.

**Action Step #3**

Data-driven instruction

**Person Monitoring:**

Judy Gonzalez, Principal -Lisa Bell, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

Data chats after topic assessments held bi-weekly, monthly, and/or quarterly.

## IV. Positive Culture and Environment

**Area of Focus #1**

Student Attendance

**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.

---

According to the 2023-2024 MTSS early warning system data 116 students in 1st- 3rd grades had

0-5 absences for the year. Based on the data and the identified contributing factors of parental support, student illness, and lack of motivation, we will implement the Targeted Element of attendance initiatives. As an ATSI school the subgroup that's low performing is our Students with Disabilities. We will monitor attendance such as absences, leaving early, and tardies with the assistance of our ESE teacher contacting parents to see how we can provide support and resources if needed for attendance.

### **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.

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With the implementation of attendance initiatives excessive absences will decrease by 10% quarterly using the following attendance initiatives such as student incentives, attendance contracts, communication, and counseling and referral to an outside agency

### **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.

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The teachers and counselors will communicate with parents regularly on the importance of attending school. The attendance review committee will meet after the 5th absence to initiate an attendance contract. If students continue to be absent, they will be referred for truancy, counseling, and an outside agency.

### **Person responsible for monitoring outcome**

Maria Sermenio, Counselor

### **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:**

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

### **Rationale:**

Through the use of attendance initiatives, we will monitor attendance utilizing the daily bulletin because student attendance is directly related to student achievement.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Student Attendance expectations

**Person Monitoring:**

Lisa Bell, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

The teacher will set expectations for attendance by monitoring the class attendance and communicating with parents.

**Action Step #2**

Student Attendance communication

**Person Monitoring:**

Maria Sermeno-Garcia

**By When/Frequency:**

September 27, 2024

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

The counselor will contact parents, send home letters, and set Attendance Review Committee (ARC) meetings as necessary.

**Action Step #3**

Student attendance support

**Person Monitoring:**

Maria Sermeno-Garcia

**By When/Frequency:**

September 27, 2024

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

The counselor will refer students for truancy and support families with outside agencies.

**Area of Focus #2**

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.

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Based on the data review, our school will Celebrate Success for students and staff. Through the student climate survey, 40% of our students strongly agree that their teachers are friendly and easy to talk to. We recognized there is a need to increase the number of students who feel their teachers are easy to talk to.

**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.

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The measurable outcome for celebrating successes is an increase in student and staff engagement,



by a 15% rise in participation in school activities and academic initiatives. Additionally, an increase of 15% improvement in student achievement will reflect higher morale and a sense of belonging.

### **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.

---

The school administrators and counselor will celebrate the success of students (monthly) during the student of the month, honor roll, and special recognitions such as data results. The staff will be celebrated monthly based on special occasions centered around theme ideas for the month. Monitoring the desired outcome will involve regular tracking of participation rates in school activities, attendance at recognition events, and academic performance data.

### **Person responsible for monitoring outcome**

Judy Gonzalez, Principal, Lisa Bell, Assistant Principal, Maria Sermenio, School Counselor

### **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:**

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

#### **Rationale:**

The evidence-based strategy celebrate successes was chosen as it addresses special recognition for students and staff accomplishments, as it builds school culture and provides a supportive learning environment. It promotes the physical, emotional, and mental health of students and staff within and beyond the school. The celebration of successes is directly related to student achievement.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

Celebrate Successes for students

#### **Person Monitoring:**

Judy Gonzalez, Principal, Lisa Bell, Assistant Principal, Maria Sermenio, School Counselor

#### **By When/Frequency:**

September 27, 2024

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

**step:**

Celebrate the students during honor roll assemblies, such as (perfect attendance, principal honor roll, and citizenship. As a result, this will increase student morale and build school culture.

**Action Step #2**

Celebrate Successes for staff

**Person Monitoring:**

Judy Gonzalez, Principal, Lisa Bell, Assistant  
Principal, Maria Sermenon, Counselor

**By When/Frequency:**

September 27, 2024

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

Celebrate the staff monthly centered around theme ideas such as birthdays, holidays, and teacher appreciation month.

## 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.

The Leadership Team conducts regular reviews of the School Improvement Plan (SIP) with students, parents, faculty/staff, and community partners, facilitated through EESAC and faculty meetings. These reviews occur multiple times annually, encompassing mid-year and end-of-year reflections. During these sessions, the team monitors specific areas of focus and action steps, using school data from sources like i-Ready, FAST, and content progress monitoring. The updated and finalized SIP is subsequently posted on the school's website at [www.northgladeelem.net](http://www.northgladeelem.net)

#### 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 school aims to foster positive relationships with parents, families, and community stakeholders through regular communication, involvement opportunities, and engagement initiatives. We host parent teacher conferences, open houses, and community events to encourage interaction and collaboration. Additionally, we utilize digital platforms such as class dojo and monthly calendars to keep parents informed about their child's progress and school-wide activities, while also providing feedback to address their needs and align with our school's mission of providing the best possible support for our students. The Family Engagement Plan is publicly available at [www.northgladeelem.net](http://www.northgladeelem.net)

#### 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))

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The school's strategy to strengthen the academic program involves data analysis to pinpoint areas for improvement, including the creation of targeted intervention groups and schedules. We'll use assessments like FAST and i-Ready to monitor student progress. Teachers will engage in ongoing professional development to improve instructional practices. Additional learning opportunities, such as after-school tutoring and special academies during breaks, will be available. Just Read Florida will support our reading program, and classroom observations will ensure intervention and standards are in alignment.

### **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))

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N/A

## **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))

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The school benefits from having a full-time school counselor who provides mental health services, including workshops on topics such as bullying, self-esteem, and using the peace path for resolving peer conflicts. Additionally, the school participates in programs like Values Matter and Do The Right Thing to encourage exemplary citizenship and positive role models for students. A part-time mental health counselor is also available to work with therapeutic cases.

#### **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))

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N/A

#### **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)).

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The MTSS/RTI team establishes Tier 1 goals and reviews academic and behavioral data at least three times a year to track progress. At Tier 2, additional instruction and interventions are provided to support specific student groups needing extra help, with meetings every two months. Tier 3 focuses on individualized, research-based instruction and interventions for students who still struggle, building on Tier 2 support and aligning with core instruction and behavioral support. The team meets regularly to review data trends and consider evaluations, with Tier 3 meetings held monthly.

#### **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)).

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To enhance our teaching practices, we provide workshops and training on effectively using

assessment data. New teachers benefit from mentorship programs, and we offer leadership opportunities within our school community. Our supportive school culture helps retain talented educators, ensuring the best outcomes for our students. Additionally, the Instructional Coach will conduct classroom walkthroughs to boost instructional rigor and provide content support.

### **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))

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To assist students transitioning from preschool to kindergarten, we use the statewide progress monitoring tool (FAST) to assess each child's readiness. Parental involvement is encouraged through participation in EESAC/PTA/Title I meetings, Parent Academy, and school-wide events. Kindergarten registration is advertised in the spring, and parents are invited to a Meet and Greet and an Open House at the start of the school year. Notifications are sent via flyers, the School Messenger, and announcements on the school's marquee.

## 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.

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The Leadership Team reviews allocations and resources to address areas of focus for school improvement. All identified subgroups are provided with set instructional time and intervention with highly qualified teachers. Standards aligned instruction is targeted along with research based strategies to ensure rigorous content.

### **Specifics to Address the Need**

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

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Schoolwide data such as i-Ready, FAST and content progress monitoring is analyzed to identify areas of improvement. Groups of students needing additional support across all subgroups are also identified. All action steps and funding are reviewed with stakeholders at faculty, grade level chair and EESAC meetings. Stakeholders are provided with opportunities to provide feedback and revise SIP as needed. Progress monitoring from the instructional coach and counselor is utilized to determine additional needs and support

## 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