**Miami-Dade County Public Schools**

# NORTH GLADE ELEMENTARY SCHOOL



# 2025-26 Schoolwide Improvement Plan

# Table of Contents

## 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## 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.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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

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, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

**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

PR3861@dadeschools.net

**Position Title**
Principal

**Job Duties and Responsibilities**

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

lisabell@dadeschools.net

### Position Title
Assistant Principal

### Job Duties and Responsibilities

Assist the school principal in the overall administration of instructional programs and campus-level operations. Coordinate assigned student activities and services. Encourage 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
Keisha Lynton

276692@dadeschools.net

### Position Title
Lead Science Teacher

### Job Duties and Responsibilities

Science teacher and chair who assist teachers in K-5 with science labs and science activities and strategies.

- Design and deliver science lessons that align with school curriculum and grade-level standards.
- Create a safe, inclusive, and engaging classroom environment that supports hands-on learning and inquiry.
- Conduct experiments and demonstrations using school lab equipment and materials.
- Assess student understanding through quizzes, tests, projects, and class participation.
- Differentiate instruction to meet the diverse learning needs of students.
- Collaborate with school staff on interdisciplinary projects and school-wide initiatives.
- Communicate regularly with parents and guardians about student progress and behavior.
- Participate in school events, meetings, and professional development.

## Leadership Team Member #4

**Employee's Name**

Maria Sermeno-Garcia

masgarcia@dadeschools.net

**Position Title**

Counselor

### Job Duties and Responsibilities

School counselor works to maximize student success, promoting access and equity for all students. As a vital member 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.

## Leadership Team Member #5

**Employee's Name**

Laure Gilot

329976@dadeschools.net

**Position Title**

ESE Support Facilitator

### Job Duties and Responsibilities

The primary responsibility of an ESE Support Facilitator is to promote the inclusion of students with disabilities within the general education curriculum. This is often done through co-teaching and consultation. Key tasks include:

- Collaborating with general education teachers to develop and adapt lessons for students with disabilities.
- Providing direct support to students in the general education classroom, sometimes in small groups.
- Serving on Individualized Education Plan (IEP) teams to monitor student progress.
- Ensuring students receive the correct accommodations and modifications.
- Maintaining student records and documenting services.

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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 2024-2025 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.

## 3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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 the SIP include: 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.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS** (PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED** (PER MSID FILE) | **ELEMENTARY** **PK-5** |
| **PRIMARY SERVICE TYPE** (PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2024-25 TITLE I SCHOOL STATUS** | **YES** |
| **2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **YES** |
| **2024-25 ESSA IDENTIFICATION** *UPDATED AS OF 1 | **ATSI** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2024-25 ESSA SUBGROUPS REPRESENTED** (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)\*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY** *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2024-25: B** **2023-24: A** **2022-23: C** **2021-22: C** **2020-21:** |

# D. Early Warning Systems

## 1. Grades K-8

**Current Year 2025-26**

Using 2024-25 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 | |
| School Enrollment | 30 | 38 | 41 | 40 | 29 | 28 | | | | 206 |
| Absent 10% or more school days | 0 | 3 | 2 | 2 | 1 | 2 | | | | 10 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Course failure in English Language Arts (ELA) | 0 | 1 | 3 | 6 | 3 | 0 | | | | 13 |
| Course failure in Math | 0 | 1 | 0 | 7 | 11 | 3 | | | | 22 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 11 | 7 | 6 | | | | 24 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 6 | 3 | 7 | | | | 16 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 7 | 10 | 8 | 13 | 11 | 9 | | | | 58 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 2 | 3 | 5 | 3 | 5 | 0 | | | | 18 |

**Current Year 2025-26**

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 5 | 4 | 17 | 13 | 6 | | | | 46 |

**Current Year 2025-26**

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 | 2 | 0 | 4 | 2 | 0 | | | | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | | | | 1 |

**Prior Year (2024-25) 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 | | 3 | 1 | 2 | 1 | 2 | | | | 9 |
| One or more suspensions | | | | | | | | | | 0 |
| Course failure in English Language Arts (ELA) | | 1 | 4 | 7 | 3 | | | | | 15 |
| Course failure in Math | | 1 | 1 | 7 | 8 | 4 | | | | 21 |
| Level 1 on statewide ELA assessment | | | | 4 | 7 | 7 | | | | 18 |
| Level 1 on statewide Math assessment | | | | 3 | 5 | 7 | | | | 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 |

**Prior Year (2024-25) 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 | | | | 6 | 11 | 8 | | | | 25 |

**Prior Year (2024-25) 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 | | | | 4 | | | | | | 4 |
| Students retained two or more times | | | | | | | | | | 0 |

## 2. Grades 9-12 (optional)

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

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

# A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 53 | 65 | 59 | 62 | 63 | 57 | 52 | 60 | 53 |
| Grade 3 ELA Achievement | 50 | 65 | 59 | 44 | 63 | 58 | 48 | 60 | 53 |
| ELA Learning Gains | 66 | 65 | 60 | 71 | 64 | 60 | | | |
| ELA Lowest 25th Percentile | 64 | 62 | 56 | 77 | 62 | 57 | | | |
| Math Achievement* | 67 | 72 | 64 | 55 | 69 | 62 | 47 | 66 | 59 |
| Math Learning Gains | 68 | 66 | 63 | 69 | 65 | 62 | | | |
| Math Lowest 25th Percentile | 45 | 59 | 51 | 83 | 58 | 52 | | | |
| Science Achievement | 43 | 63 | 58 | 71 | 61 | 57 | 26 | 58 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 80 | 66 | 63 | 74 | 64 | 61 | 52 | 63 | 59 |

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

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

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

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

| 2024-25 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL FPPI – All Students | 60% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the FPPI | 536 |
| Total Components for the FPPI | 9 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 60% | 67% | 50% | 47% | 34% | | 63% |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| 2024-25 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 | 34% | Yes | 4 | |
| English Language Learners | 62% | No | | |
| Black/African American Students | 69% | No | | |
| Hispanic Students | 58% | No | | |
| Economically Disadvantaged Students | 60% | 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.

## 2024-25 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 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 53% | 50% | 66% | 64% | 67% | 68% | 45% | 43% | | | | | 80% |
| Students With Disabilities | 25% | | | | 42% | | | | | | | | |
| English Language Learners | 39% | 56% | 68% | 64% | 61% | 64% | | | | | | | 80% |
| Black/African American Students | 69% | | | | 69% | | | | | | | | |
| Hispanic Students | 50% | 52% | 65% | 64% | 66% | 62% | 40% | 44% | | | | | 80% |
| Economically Disadvantaged Students | 53% | 48% | 67% | 65% | 78% | 30% | | | | | | 80% |

## 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% | 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% |

# 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.

| | | 2024-25 SPRING | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 3 | 46% | 60% | -14% | 57% | -11% |
| ELA | 4 | 41% | 59% | -18% | 56% | -15% |
| ELA | 5 | 50% | 60% | -10% | 56% | -6% |
| Math | 3 | 56% | 69% | -13% | 63% | -7% |
| Math | 4 | 66% | 68% | -2% | 62% | 4% |
| Math | 5 | 50% | 62% | -12% | 57% | -7% |
| Science | 5 | 32% | 56% | -24% | 55% | -23% |

# 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?

*Overall Math 3rd- 5th grade showed the most improvement, with an increase of 12 percentage points.*

What new actions did your school take in this area?
- *A master schedule that included a wheel for 4th/5th grade*
- *Student-engaged activities (hands-on)*
- *Teacher attending Math Professional Development*
- *The teacher tutored twice a week, to provide remediation and enrichment to increase student achievement.*
- *The Math CSS provided support to build teacher capacity and strengthen 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 5th Science at 43% proficiency.*

*The contributing factors included:*
- *Weak foundational skills in K-4th grade*
- *Teacher knowledge (novice)*
- *CSS Support was not provided*
- *Lack of consistency in hands-on labs*

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

*The data component that showed the greatest decline from the previous year was our Math Lowest 25 percent at 45% with a decrease of 38 percentage points.*

*The contributing factors included:*
- *High number of ELL students/ Language barriers*
- *Assessment/Test anxiety*
- *Lack of Individualized instruction for Intervention/D.I. Groups*
- *Lack of Real World applications*

## 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 average was in 5th grade science. While the state average proficiency was 55%, our school's performance was 43%, resulting in a 12 percentage point decrease.**

*The contributing factors included:*
- *Weak foundational skills in K-4th grade*
- *Teacher knowledge (novice)*
- *CSS Support was not provided*
- *Lack of consistency in hands-on labs*

## EWS Areas of Concern

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

*Based on the EWS data the potential area of concern is students with substantial ELA deficiency. The students in grade 4 ( 11) students  and grade 5 (9) students   showed a deficiency in reading based on the data from last year.  We will provide individualized instruction to assist our students in reading along with tutoring and intervention.  Students will be able to check out AR books at their instructional level to build fluency and comprehension.*

## Highest Priorities

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

*The highest priorities for school improvement for the 2025-2026 school year are:*

## Curriculum
- Math lowest 25%
- 5th grade Science
- ELA lowest 25%
- Math intervention & hands on activities
- Afterschool tutoring sessions

**School climate**
- Monthly success celebration for students and staff
- Quarterly 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.

## Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale

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 2024-2025 Math Lowest 25%  on the FAST PM 3, 45% of our Math students in grades 3-5 were proficient as compared to the state average of 61% . Based on the data and the identified contributing factors such as high number of ELL students ( language barrier), assessment/ test anxiety, lack of individualized instruction for intervention/D.I. groups, and lack of real world applications.  These contributing factors has affected students learning in 3rd-5th grade. We will implement  D.I. Wednesdays in Math to help remediate foundational skills and improve students proficiency.

### Measurable Outcome

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.

If we successfully implement Differentiated Instruction Wednesdays, then our  students in 3rd-5th grade lowest 25% students will increase in Math by a minimum of 10 percentage points as evidenced by the 2026 FAST Math PM3.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will conduct regular walk-throughs during D.I. Wednesdays. They will also monitor and track student  progress and differentiated folders.  Administration will monitor D.I. activities  during common planning to ensure students are demonstrating growth through targeted instruction.

### Person responsible for monitoring outcome
Judy Gonzalez, Principal, Lisa Bell, Assistant Principal

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 differentiated instruction, we will monitor D.I. activities and conduct classroom walkthroughs during D.I. Wednesdays ensuring all students' needs are met and increase student achievement in the lowest 25% in Math on the 2026 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Identify the students based on Math PM 3 data.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal | August 14- September 26,2025/ Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will receive a list of their lowest 25% -35% students during the beginning of the school year. This data will provide teachers insight on which students will need intervention along with differentiated instruction to support student learning.

**Action Step #2**
Select the skills and activities for the lowest 25% of students in Math.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal | August 14- September 26, 2025/ Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Administration will review skills and activities during common planning to make sure the lowest 25% of students are being remediated. During classroom walkthroughs administration will monitor the lessons by reviewing student work samples and student data.

**Action Step #3**

Administration will monitor implementation during walkthroughs for differentiated instruction on D.I. Wednesdays.

**Person Monitoring:**
Judy Gonzalez, Principal, Lisa Bell, Assistant Principal

**By When/Frequency:**
August 14 - September 26, 2025/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The administrative team will monitor D.I. Wednesdays to ensure D.I. groups are being implemented and group remediation occurs with students in the Math classrooms during intervention and differentiated instruction.

# Area of Focus #2

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

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 2024-2025 MATH FAST, 67% of our 3rd- 5th grade students were proficient in the MATH FAST PM 3 as compared to the state average of 61%. The identified contributing factors for SWD students are assessment/test anxiety, lack of individualized instruction for intervention/D.I. groups, and lack of motivation and real world applications. As an ATSI school the subgroup that's low performing is our students with disabilities (SWD). Based on the SWD subgroup 42% of our SWD students were proficient in math and 58% are performing below grade level. We will monitor the explicit instruction during D.I. groups to reteach skills needed for student success using the BEST Standards.

### Measurable Outcome

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.

With the implementation of differentiated instruction in grades 3rd- 5th, our Math SWD students data will increase by 10% on the Math FAST PM3 using the following instructional practices such as, using Differentiated Instruction  Wednesdays, math manipulatives, IXL, interactive math journals, and teacher assigned lessons by FAST PM3.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will conduct regular walk-throughs during math D.I. Wednesdays. 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**
Judy Gonzalez, Principal, Lisa Bell, Assistant Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 differentiated instruction we will monitor our SWD students data from the Math PM 3 data. Administration will conduct classroom walkthroughs to monitor D.I. activities and skills, ensuring all students needs are met resulting in an increase on the 2026 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Monitor SWD attendance.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal, Laure Gilot, ESE Support Facilitator | August 14- September 26, 2025/ Daily |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The ESE Facilitator will collaborate with teachers, counselor, and parents to make sure students are attending school and on time daily using the attendance bulletin and contacting parents via phone calls and emails.

**Action Step #2**
Motivate SWD students

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|

Judy Gonzalez, Principal, Lisa Bell, Assistant      August 14- September 26, 2025/Weekly
Principal, and Laure Gilot, ESE Support Facilitator

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The ESE teacher will implement weekly student-led check-ins to set personal and academic goals by providing daily feedback through a visual tracker that reinforces key goals, while holding students accountable for their own growth and development.

**Action Step #3**
Math Intervention SWD

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal- Lisa Bell, Assistant Principal | August 14-September 26, 2025/Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The administrative team will monitor the SWD students Math Intervention activities during classroom walkthroughs to ensure evidence of the secondary benchmark is being addressed and evidence of remediation from topic assessments.

# Area of Focus #3

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

## Instructional Practice specifically relating to Science

### Area of Focus Description and Rationale

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 2024-2025 Science NGSSS, 42% of our 5th grade students were proficient on the Science NGSSS as compared to the state average of 58% and the 2023-2024 school year data of 71%. Based on the data and the identified contributing factors such as novice teacher, weak foundational skills in K-4, CSS support was not provided, and lack of consistency in hands-on labs, we will implement the Targeted Element of data driven instruction to increase student achievement. We will monitor the explicit instruction during science lessons and labs and use EduSMART to reteach skills needed for student success using the NGSSS standards

### Measurable Outcome

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.

With the implementation of data driven instruction our science proficiency data will increase by 10% on the 5th grade Science NGSSS Assessment, using the following instructional practices such as: implementing hands on experimentations, inquiry based learning, and utilization of critical thinking during science instruction by the Science Mid-Year district assessment.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will conduct regular walk-throughs to ensure explicit instruction is taking place during science lessons. Monitor and track quarterly/topic science assessment data. This data will be analyzed during common planning to ensure students are demonstrating growth through guided instruction.

**Person responsible for monitoring outcome**

Judy Gonzalez, Principal, Lisa Bell, Assistant Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 resulting in an increase on Science Topic Assessments and the 2026 NGSSS assessment

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Administrative team will set expectations for science instruction for the 2025-2026 school year

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal | August 14-September 26, 2025/Weekly |

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

Monitor instructional planning and delivery of the science curriculum. (lessons and labs). The science

expectations will be given during common planning some examples are: setting up student science journals at the beginning of the school year, following the pacing guide, and implementing science labs.

### Action Step #2
Monitor Scientific labs

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal | August 14-September 26, 2025/Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Monitor scientific labs using the science pacing guides. Administration will monitor labs during classroom walkthroughs and meet with teachers during common planning to discuss labs and evidence(science journals and photos) that labs are taken place.

### Action Step #3
Data chats

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Judy Gonzalez, Principal , Lisa Bell, Assistant Principal | August 14- September 26, 2025/Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Conduct data chats with teachers after each topic assessment to drive instruction for remediation and enrichment of students. Analyzing the data to see if students are mastering the content and creating an action plan for remediation.

# Area of Focus #4

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
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 2024-2025 Reading  FAST PM 3, 53% of our ELA students in grades 3-5 were proficient on the ELA FAST PM 3 as compared to the state average of 61%. 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**

According to the 2025 FAST PM 3 STAR Reading data for students in K-2, the data showed that 45% in Kindergarten, 34% of students in first grade, and 16% of students in second-grade scored below a level 3 on the STAR Reading. Based on the data, we will continue to analyze data from progress monitoring while implementing differentiated instruction in the classroom to remediate students and increase student proficiency. In addition, differentiated instruction will be implemented with fidelity and intervention will be given to our lowest 25% and 35% students. We are going to use the B.E.S.T. standards and progress monitoring.

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

According to the 2025 FAST data 53% of the students in grades 3-5 showed proficiency in ELA. In 3rd grade 50% of the students are proficient, fourth grade 63% of the students are proficient, and in 5th grade 62% of the students are proficient. Based on the data, we will continue to analyze data from progress monitoring while implementing differentiated instruction in the classroom to remediate students and increase student proficiency. In addition, differentiated instruction will be implemented with fidelity and intervention will be given 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)**

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 2026 FAST STAR Reading PM3 Assessment and improvement in proficiency.

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

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 2026 FAST Assessment and improvement in proficiency.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team will conduct regular walk-throughs during reading lessons. The administrative team 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 targeted instruction.

**Person responsible for monitoring outcome**
Judy Gonzalez, Principal , Lisa Bell, Assistant Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 2026 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

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

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal | August 14- September 26, 2025/Weekly |

**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, using student work samples and lesson plans. 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:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal, Laure Gilot, ESE Facilitator | August 14-September 26, 2025/Weekly |

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

Meet with teachers weekly to review lesson plans and review IEP goals and strategies to support instruction for SWD students.

**Action Step #3**
Data-driven instruction

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal | August 14-September 26, 2025/Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Conduct data chats with the teachers after progress monitoring assessments held bi-weekly, monthly, and/or quarterly. Teachers will provide differentiated instruction, remediation, and or enrichment based on the student needs.

# IV. Positive Learning 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 2024-2025 MTSS student attendance data 28% of students in K-5 grade 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.

With the implementation of attendance initiatives excessive absences of 11-15 will decrease by 10% based on the previous percentage of 22% 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.

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 Sermeno, Counselor

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Student Attendance Expectations

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Judy Gonzalez, Principal, Lisa Bell, Assistant Principal, Maria Garcia, Counselor | August 14- September 26, 2025/Daily |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During the Meet and Greet and Open House, parents will receive a parent handbook with the expectations of their child attending school every day. We will monitor student attendance through the weekly attendance bulletin.

**Action Step #2**
Student Attendance Communication

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Maria Sermeno-Garcia, Counselor | August 14-September 26, 2025/Daily |

**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 using the daily attendance bulletin. Parent will be contacted after 5 unexcused absences,

**Action Step #3**
Home visits

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Maria Sermeno-Garcia, Counselor | August 14- September 26, 2025/Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The counselor will collaborate with the social worker to request a home visit for students who have been absent more than 10 days, using the daily attendance bulletin, if there's a concern regarding the students' whereabouts.

# 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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

**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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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

**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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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.  The data points that will be used are FAST and i-Ready to monitor student progress. Teachers will engage in ongoing professional development to improve instructional practices. Additional learning opportunities, such as before and after-school tutoring will be available.  Students will also receive additional support in the classroom during intervention and small group instruction.

**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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We have federal and local services such as Project UP-Start for parents who need assistance with housing and other resources. We have our VPK program for students age 4 as this is a volunteer program parents are encouraged to enroll their child into the program for early learning.

# 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school benefits from having a full-time school counselor who provides counseling 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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, curriculum support from the district along with administrative walkthroughs will help 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

 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 ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

**Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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 administration and counselor is utilized to determine additional needs and support

## VII. Budget to Support Areas of Focus

| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No** |

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