Miami-Dade County Public Schools

GLORIA FLOYD ELEMENTARY SCHOOL

2026-27 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 (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

Our mission at Gloria Floyd Elementary School, in cooperation with the parents and the community, is to provide a well-rounded education, in a safe learning environment which will enable all our students to reach their highest potential.

Provide the school's vision statement

At Gloria Floyd Elementary School, we envision our students receiving a state-of-the-art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

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

Christine Smith

christinesmith1@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal's role is to set the goals and vision for the school and implement a plan for student and staff success. As the main instructional leader in the building, the principal sets the tone for all stakeholder investment in student success. The principal guides decision-making and engages various stakeholders in making decisions in order to work efficiently for the achievement of all students.

Leadership Team Member #2

Employee's Name
Cedric Ward

cedward@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

As the assistant principal, Mr. Ward oversees multiple programs throughout the school year. He facilitates and plans leadership team meetings, leads and develops colleagues, provides for a safe and clean learning environment, and welcomes a climate of engaging, highly qualified teachers, positive support systems with a goal focused on student achievement.

Leadership Team Member #3

Employee's Name
Tamika Grant

grant1@dadeschools.net

Position Title
Teacher Leader

Job Duties and Responsibilities

As a teacher leader, Ms. Grant helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.

Leadership Team Member #4

Employee's Name
Michelle De Leon

mdeleon@dadeschools.net

Position Title
Teacher Leader

Job Duties and Responsibilities

As a teacher leader, Ms. De Leon helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She

communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.

Leadership Team Member #5

Employee's Name
Caroline Valdez

cvaldez@dadeschools.net

Position Title
Teacher Leader

Job Duties and Responsibilities

As a teacher leader, Ms. Valdez helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.

Leadership Team Member #6

Employee's Name
Laura Navarro

lnavarro30@dadeschools.net

Position Title
Teacher Leader

Job Duties and Responsibilities

As a teacher leader, Ms. Navarro helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.

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 process of involving stakeholders in the School Improvement Plan (SIP) development process is essential for creating a comprehensive and effective plan that addresses the diverse needs of the school community.
Stakeholder involvement in the development of the SIP includes:
1. Meetings held with the SLT and staff members to outline the purpose of the SIP and identify Areas of Focus
2. School Climate survey results from students and parents are analyzed in order to gather information from a larger segment of stakeholders.
3. ESSAC meetings are held to provide an opportunity for the integration and development of the SIP.
The input from all stakeholders is used to shape the areas of
focus, action plans, and strategies that will be part of the SIP.

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)).

Designated staff members, including school administrators and instructional leaders, will review the collected data and meet regularly to assess whether the strategies outlined in the SIP are yielding the desired outcomes. The team will collaboratively analyze the data to understand what is working and what needs adjustment. If certain strategies are not producing the expected results, the school will conduct a thorough analysis to identify the underlying causes. The school will ensure that professional development opportunities for teachers and staff are available in order to provide the knowledge and skills needed to effectively implement the SIP's action plan. A comprehensive approach to monitoring and revising the SIP will assist the school in its efforts to increase student achievement and address the academic standards set by the state, particularly for those students who are facing the greatest achievement gap.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**81.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: B** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	51	46	61	50	54	45				307
Absent 10% or more school days	0	10	8	9	8	14				49
One or more suspensions	3	1	1	1	2	0				8
Course failure in English Language Arts (ELA)	0	8	8	3	4	2				25
Course failure in Math	0	3	2	6	1	2				14
Level 1 on statewide ELA assessment				9	15	6				30
Level 1 on statewide Math assessment				5	9	2				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)	8	9	16	15	17	14				79
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	4	2	4	8					23

Current Year 2026-27

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	5	8	12	14	18	11				68

Current Year 2026-27

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	1	3	3	1	0				8
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2025-26) 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	
School Enrollment	50	59	52	49	47	49				306
Absent 10% or more school days	1	3	6	3	1	2				16
One or more suspensions						1				1
Course failure in English Language Arts (ELA)		1	4	3	7	2				17
Course failure in Math				1	6	5				12
Level 1 on statewide ELA assessment				10	3	14				27
Level 1 on statewide Math assessment				9	3	10				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	4	9	14	10	26				71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	9	5	9	2					26

Prior Year (2025-26) 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	3	6	5	15	7	14				50

Prior Year (2025-26) 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	6	3	3	2	1					15
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

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	67	62	67	65	59	76	63	57
Grade 3 ELA Achievement	78	67	61	72	65	59	85	63	58
ELA Learning Gains	57	66	63	71	65	60	69	64	60
ELA Lowest 25th Percentile	39	61	58	53	62	56	74	62	57
Math Achievement*	69	74	66	72	72	64	83	69	62
Math Learning Gains	62	65	64	76	66	63	67	65	62
Math Lowest 25th Percentile	50	55	50	65	59	51	72	58	52
Science Achievement	55	63	62	63	63	58	71	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		64	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	478
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	66%	74%	70%	75%	37%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
English Language Learners	58%	No		
Black/African American Students	60%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	54%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	68%	78%	57%	39%	69%	62%	50%	55%					
Students With Disabilities	46%	62%	44%	38%	52%	49%	44%	39%					
English Language Learners	67%	80%	63%	43%	65%	58%	45%	40%					
Black/African American Students	63%		42%		67%	68%							
Hispanic Students	71%	80%	60%	47%	69%	60%	44%	56%					
Economically Disadvantaged Students	61%	67%	52%	30%	67%	57%	50%	47%					

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	67%	72%	71%	53%	72%	76%	65%	63%					56%
Students With Disabilities	44%	42%	51%	30%	51%	61%	42%	42%					39%
English Language Learners	63%	67%	78%	67%	70%	78%	73%	60%					56%
Black/African American Students	62%		58%		71%	83%							
Hispanic Students	68%	71%	71%	53%	72%	74%	60%	64%					55%
Economically Disadvantaged Students	58%	63%	67%	70%	63%	69%	73%	57%					59%

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	76%	85%	69%	74%	83%	67%	72%	71%					65%
Students With Disabilities	69%	78%	67%		63%	68%	90%						47%
English Language Learners	70%	71%	68%	77%	86%	68%		62%					65%
Black/African American Students	71%		60%		65%	55%							
Hispanic Students	78%	81%	71%	73%	86%	70%	71%	81%					63%
Economically Disadvantaged Students	70%	83%	57%		77%	57%		69%					61%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	74%	64%	10%	60%	14%
ELA	4	56%	64%	-8%	60%	-4%
ELA	5	73%	65%	8%	61%	12%
Math	3	70%	72%	-2%	66%	4%
Math	4	61%	71%	-10%	65%	-4%
Math	5	70%	67%	3%	62%	8%
Science	5	53%	59%	-6%	60%	-7%

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?

The data component that showed the most improvement was in ELA Achievement. In this subgroup, 68% of the students demonstrated proficiency. Instruction that contributed to this gap included: following pacing guides with fidelity; utilization of Bi-weekly assessments to guide remediation and small group instruction; analyzing i-Ready results to further identify individual student needs; Extended learning opportunities offered after school.

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 **learning gains among the lowest 25th percentile of learners in ELA**, with only **36% of these students** demonstrating learning gains. This represents a steep decline from the previous year, when **53%** of the students in this bottom quartile achieved learning gains. A primary factor contributing to last year's low performance was chronic student absenteeism, which directly disrupted the targeted, daily reading interventions these specific learners require to make progress. When looking at historical trends, this dip does not follow a consistent, long-term pattern. However, reversing this drop will require a focused effort to improve attendance alongside more consistent, direct intervention support.

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 prior year was learning gains among the lowest 25th percentile of learners in math, where only 46% of students made learning gains. This represents a substantial drop from the previous year, when 67% of students in this same bottom quartile achieved learning gains, marking a significant 21-percentage-point difference year-over-year. Two primary factors heavily contributed to this sudden decline. First, high rates of chronic absenteeism within this specific subgroup disrupted daily instructional continuity, making it incredibly difficult for struggling students to master consecutive, foundational math skills. Second, the absence

of a designated math coach stripped the faculty of critical, on-the-ground support. Without this role, teachers lacked the specialized resources, real-time data analysis, and targeted intervention strategies necessary to effectively accelerate growth for our highest-need math learners.

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 with the greatest gap compared to the state average is **3rd Grade ELA**, where the school significantly outperformed the state with a **74% proficiency rate** compared to the state average of 60%. This 14-percentage-point advantage highlights a broader trend of strong performance, as the school also outpaced state averages in 5th Grade ELA, 3rd Grade Math, and 5th Grade Math. Conversely, the only areas where the school performed lower than the state were **4th Grade ELA** and **4th Grade Math**, with the school's proficiency rate trailing by **4%** in both subjects. This specific gap was primarily driven by the fact that this cohort of students began the school year already two or more grade levels below proficiency, presenting an exceptionally large gap to close within a single year. Elevated rates of student absenteeism further hindered instructional continuity, causing this performance gap to remain consistent over time rather than showing historical contraction.

EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data, our primary area of concern is student attendance, with a specific focus on the high number of students accumulating 11 or more absences. Currently, 16% of our students fall into this high-absence category, a metric that significantly outpaces the district average of 11%.

The subgroup most heavily impacted by this trend is our students with disabilities. This disproportionately affects their overall academic achievement because when these students are not physically in school, they miss out on critical daily lessons, specialized interventions, and required accommodations. Without regular attendance, these vital support systems cannot be delivered with the fidelity and consistency needed to close achievement gaps and ensure steady academic progress.

Highest Priorities

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

Improve learning gains of students in the lowest 25% in Math.

Improve learning gains of students in the lowest 25% in ELA.
Improve attendance rates by decreasing the percentage of students with 10 or more absences.
Improve performance/learning gains of students scoring a Level 1 or 2 on the Mathematics and/or ELA FAST assessments.

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 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.

Gloria Floyd Elementary School, school-wide science proficiency (Levels 3-5) for 2025 was 55%. This is lower than the district (63%) and State (62%) averages. The school's 3 year-trend shows a decline from 71% in 2024 and 63% in 2025. Staff feedback also highlights "student deficiencies in basic academic skills" as a key limitation to job performance.

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.

By May 2027, the 5th grade students will demonstrate grade-level science proficiency as measured by FAST PM3 5th Grade Science Assessment at level 3 or higher, increasing from 55% to 62%.

Monitoring

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

The approach includes regular progress monitoring of science topic assessments, Mid-Year Assessments and Science PM 3 (Fifth Grade), professional development for teachers, and the involvement of parents and guardians in the learning process.

Person responsible for monitoring outcome

Caroline Valdez and Cedric Ward

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:
Increase student achievement in Science through hands-on learning, frequent assessment, data-driven instruction, and targeted intervention.

Rationale:
The student population at Gloria Floyd Elementary School is diverse, with varying levels of readiness and interests. Interactive notebooks will promote active learning, support critical thinking, encourage student ownership, and create a continuous record of learning.

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
Implement Standards-Based Science Labs

Person Monitoring:
Caroline Valdez and Cedric Ward

By When/Frequency:
September 25, 2026/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide students with regular hands-on science labs aligned to grade-level standards and the instructional calendar. Emphasize investigation, observation, data collection, analysis, and evidence-based explanations.

Action Step #2
Administer Science Topic Assessments

Person Monitoring:
Caroline Valdez and Cedric Ward

By When/Frequency:
September 25, 2026/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administer topic assessments following the completion of major science topics to measure student mastery of standards and identify learning gaps.

Action Step #3
Analyze Topic Assessment Data

Person Monitoring:
Caroline Valdez and Cedric Ward

By When/Frequency:
September 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct collaborative data reviews to identify standards requiring reteaching, enrichment, or additional intervention. Use results to adjust instruction and plan targeted small-group support.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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.

Gloria Floyd ES's school-wide FAST Math Proficiency (% Levels 3-5) was 69% in 2026. While this is higher than the State average (66%), it reflects a slight decline from the 72% achieved in 2025. The data component from the prior year was learning gains among the lowest 25th percentile of learners in math, where only 46% of students made learning gains. This represents a substantial drop from the previous year, when 67% of students in this same bottom quartile achieved learning gains, marking a significant 21-percentage-point difference year-over-year. Two primary factors heavily contributed to this sudden decline. First, high rates of chronic absenteeism within this specific subgroup disrupted daily instructional continuity, making it incredibly difficult for struggling students to master consecutive, foundational math skills. Second, the absence of a designated math coach stripped the faculty of critical, on-the-ground support. Without this role, teachers lacked the specialized resources, real-time data analysis, and targeted intervention strategies necessary to effectively accelerate growth for our highest-need math learners.

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.

By May 2027, L25 students in grades 3-5 will increase their Math Learning Gain from 46% to 48%, as measured by FAST PM 3 Math Data.

Monitoring

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

District Topic Assessments, i-Ready Diagnostic, FAST PM1.

Person responsible for monitoring outcome

Michelle De Leon and Cedric Ward

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:
Bi-weekly Ongoing Progress Monitoring (OPM) will be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Ongoing Progress Monitoring, can be implemented with individual students or an entire class.

Rationale:
Identify skill gaps early on to pinpoint specific areas where students struggle.

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
Implement Math Mentoring

Person Monitoring:
Michelle De Leon and Cedric Ward

By When/Frequency:
September 25, 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students needing additional support and assign them to a teacher/staff mentor. Mentors will conduct regular check-ins, set academic goals, review progress, and provide encouragement and accountability.

Action Step #2
Utilize IXL, Reflex, and i-Ready

Person Monitoring:
Michelle De Leon and Cedric Ward

By When/Frequency:
September 25, 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide students with consistent opportunities to use IXL, Reflex, and i-Ready to strengthen foundational skills, address learning gaps, and practice grade-level standards.

Action Step #3
Provide Differentiated Math Instruction

Person Monitoring:
Michelle De Leon and Cedric Ward

By When/Frequency:
September 25, 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use assessment data to group students according to instructional needs. Teachers will provide targeted small-group instruction, remediation, scaffolding, enrichment, and extension activities.

Area of Focus #3

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.

With over 60% of our first-grade students scoring below the 50th percentile in reading, immediate and strategic intervention is critical. First grade is a pivotal year where students build the foundational reading skills- like phonics and comprehension-that are essential for all future learning. Early reading difficulties have a significant long-term impact, predicting struggles across all academic subjects and limiting future opportunities. By dedicating focused resources to our first-grade readers now, we can address skill gaps before they widen. This is a crucial investment in their long-term success and educational equity, ensuring every student has the tools to become a confident, proficient learner.

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

In the K-2 Reading classrooms, instructional practices are focused on developing foundational literacy skills, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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

In the 3-5 Reading classrooms, instructional practices are focused on developing foundational literacy skills, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Grades K-2: Measurable Outcome(s)

By May 2027, first-grade students will increase their reading proficiency on the K–2 FAST PM3 Reading Assessment from 40% to 50% through the systematic implementation of standards-aligned anchor charts to support reading comprehension, vocabulary, and foundational reading skills.

Grades 3-5: Measurable Outcome(s)

By May 2027, students in grades 3–5 will increase reading proficiency on the FAST PM3 ELA Assessment from 68% to 70% through the systematic implementation of standards-aligned anchor charts to reinforce key reading strategies, vocabulary, and comprehension skills.

Monitoring

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

the desired outcome.

Progress in ELA will be closely monitored through multiple layers of assessment and data analysis to ensure the desired outcomes are achieved. Regular progress monitoring will include:

1. Progress Monitoring Assessments: Students will take progress monitoring assessments three times a year to measure growth and identify areas needing targeted support. This data helps adjust instruction and intervention strategies.

2. Weekly Assessments: Teachers will administer weekly ELA assessments to gauge student understanding of current skills and standards. The results will be analyzed to inform instructional decisions, reteach concepts, and provide additional practice where needed.

3. Monitoring Tier 2 and Tier 3 Intervention Data: Students receiving Tier 2 and Tier 3 intervention will have their progress tracked through specific data collection tools and targeted assessments. This data will be reviewed frequently to determine whether interventions are effective or if adjustments are needed.

Person responsible for monitoring outcome
Cedric Ward and Tamika Grant

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:
Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons. Anchor charts will be monitored by exit tickets, student journals, and student observations.

Rationale:
The rationale for using anchor charts in ELA classes lies in their ability to support student learning and improve achievement by making key information visible and accessible. Anchor charts visually display essential concepts, strategies, and processes that students can refer to during lessons, independent work, and assessments. By co-creating these charts with students, teachers reinforce key ideas and encourage active participation, leading to deeper understanding. Anchor charts help students internalize and recall important skills such as reading strategies, writing structures, and vocabulary. They provide a consistent reference point that students can rely on, promoting independence and self-directed learning. Additionally, anchor charts support differentiation by addressing various learning styles and needs, making complex information more understandable and manageable for all students. In summary, anchor charts serve as effective instructional tools that enhance comprehension, build confidence, and ultimately lead to improved ELA performance.

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 L25 Students Using Data

Person Monitoring:
Laura Navarro and Tamika Grant

By When/Frequency:
September 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use FAST, i-Ready, classroom assessments, and other available literacy data to identify L25 students and determine specific areas of need.

Action Step #2
Disseminate and Analyze Data

Person Monitoring:
Cedric Ward and Tamika Grant

By When/Frequency:
September 27, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Share student performance data with teachers and instructional staff. Conduct data chats to identify skill gaps and determine appropriate instructional responses.

Action Step #3
Implement Student Mentoring

Person Monitoring:
Cedric Ward

By When/Frequency:
September 27, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assign identified students to mentors who conduct regular academic check-ins, monitor literacy goals, encourage engagement, and reinforce attendance and academic progress.

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.

Student attendance is directly linked to academic success. When students are consistently present, they engage with lessons, participate in discussions, and receive timely support from teachers. Regular attendance ensures students build on prior knowledge, leading to a stronger grasp of academic concepts. According to the District/Tiered EWI Report, students at Gloria Floyd Elementary missed 10 or more days of school in the 2025-2026 school year. This high rate of absenteeism significantly affects student learning, as consistent attendance is crucial for academic success and skill development. Based on these factors, we will implement attendance initiatives.

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.

By June 2027, GFE students will demonstrate a 1 percentage-point decrease in the percentage of students with 11 or more absences, decreasing from 46% to 45%, as measured by Power BI attendance data through the implementation of Strategic Attendance Initiatives.

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.

Attendance will be monitored through daily reviews of attendance records and weekly reports generated by the attendance office. Teachers will track and report frequent absences, and administration will conduct regular checks on students with patterns of tardiness or absenteeism. The Attendance Review Committee will meet bi-weekly to discuss students with chronic absenteeism and develop intervention plans that involve contacting parents, offering resources, and implementing support strategies. Ongoing monitoring allows for early identification of attendance issues, enabling timely interventions. Addressing attendance concerns promptly helps keep students engaged in their learning, minimizing instructional gaps and ultimately improving student achievement outcomes.

Person responsible for monitoring outcome

Cedric Ward

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:

Attendance initiatives can boost student attendance by fostering a positive school culture, engaging families, and providing targeted support. Reward programs, like "perfect attendance" incentives, motivate students to attend regularly. Additionally, creating a welcoming and inclusive environment helps students feel connected and more likely to attend school consistently. These strategies together lead to improved attendance and overall academic success.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Develop Individual Attendance Plans

Person Monitoring:
Cedric Ward and Gisela Trueba

By When/Frequency:
September 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students with attendance concerns and develop individualized Attendance Plans with specific attendance goals, barriers, interventions, and parent/guardian involvement.

Action Step #2
Attendance Review Committee Meetings

Person Monitoring:
Cedric Ward

By When/Frequency:
September 25, 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct regular ARC meetings to review students with excessive absences/tardies, identify barriers, determine appropriate interventions, and monitor progress.

Action Step #3
Recognize 100% Attendance

Person Monitoring:
Christine Smith

By When/Frequency:
September 25, 2026/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students who maintain 100% attendance each grading period and recognize them through certificates, announcements, bulletin boards, assemblies, or other school-based incentives.

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.

Effective dissemination of the school improvement plan (SIP) is crucial to all stakeholders, including teachers, students, parents, and community members, are aware of the plan's goals, strategies, and timelines. The SIP will be presented and shared, during ESSAC meetings, during parent workshops and meetings hosted by the Community Involvement Specialist (CIS), and online platforms. Components of the SIP such as the plan's progress and upcoming activities will be shared with staff, parents, and community members. The school's web-page, where the SIP is publicly available, is https://gloriafloydelementary.net/title-i/

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 is committed to building strong, positive relationships with parents, families, and community stakeholders to support our mission and meet the needs of our students. We plan to achieve this through a variety of initiatives:

1. Open Communication Channels: The school will maintain consistent communication with parents through emails, social media, flyers, digital platforms like Class Dojo, and the school's website. Regular updates will keep families informed of their child's academic progress, upcoming events, and

school activities.

2. Parent and Family Engagement Events: We will host events such as curriculum nights, parent workshops, and family-oriented activities to engage parents in their child's learning. These events also provide opportunities for families to connect with teachers and school staff.

3. Collaborative Partnerships: The school will collaborate with local businesses, community organizations, and faith-based groups to enhance the resources available to students and families. Partnerships with organizations like the PTA and local community centers will be leveraged to support school programs.

4. Parent Conferences and Meetings: Regular parent-teacher conferences and progress monitoring sessions will be scheduled to discuss each student's academic and social-emotional development. The school will also provide access to interpreters and translated materials as needed.

5. Volunteering and Involvement Opportunities: Parents and community members are encouraged to volunteer and participate in school activities, fostering a sense of community and shared responsibility for student success.

The school's Parental and Family Engagement Plan (PFEP) is publicly available on our website -https://gloriafloydelementary.net/title-i/

This plan outlines specific strategies and programs designed to enhance family engagement and promote effective collaboration between the school, families, and the community.

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 plans to strengthen its academic program by focusing on targeted interventions, extended learning opportunities, and an enriched curriculum. The Area of Focus is improving learning gains for the lowest 25% in both math and ELA. Key strategies include:

1. Targeted Interventions: Small group instruction and data-driven support for struggling students.

2. Extended Learning Opportunities: Before and/or after-school tutoring to address skill gaps.

3. Data-Driven Instruction: Regular data analysis to adjust teaching and identify student needs.

4. Enriched Curriculum: Advanced classes, STEM programs, Science Labs, and project-based learning for all students.

5. Professional Learning Communities (PLCs): Teacher collaboration to share best practices and align strategies.

6. Instructional Coaching: Ongoing support for teachers to enhance instructional quality.

These initiatives are designed to improve learning gains and provide all students with a well-rounded, rigorous education.

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)).

The school's plan is developed in coordination with various federal, state, and local services, integrating resources and programs to address student needs holistically. Key components include:

1. ESSA Programs: Title I funds are utilized to support interventions, tutoring, science lab implementation, and resources targeting at-risk students. Data from ESSA programs guide instructional planning and intervention strategies.

2. Violence Prevention Programs: Initiatives like anti-bullying campaigns are integrated into the plan, creating a safe learning environment.

3. Nutrition Programs: The school ensures students have access to nutritious meals that support learning readiness. Nutrition education is embedded into the curriculum. Breakfast and lunch are provided to all students free of cost.

4. Housing Programs: Coordination with local housing programs allows the school to identify and support students experiencing housing instability, ensuring access to academic resources and support services.

By integrating these resources, the plan effectively addresses academic and non-academic barriers to student success, creating a comprehensive approach to improving educational outcomes.

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 ensures that students receive comprehensive support beyond academics through a variety of services and strategies:

1. Counseling and Mental Health Services: The school's counselor and mental health coordinator provide individual and group counseling sessions, focusing on social-emotional learning, conflict resolution, and stress management. Mental health awareness programs and resources are available to students and families.

2. Specialized Support Services: A team of specialists, including school psychologists and social workers, offer targeted interventions for students with specific needs. These services include behavior plans, crisis intervention, and referrals to community resources.

3. Mentoring Programs: Students benefit from mentoring initiatives, where staff members, community volunteers, and older students provide guidance and support. These relationships help students build confidence, develop life skills, and set personal goals.

4. Social-Emotional Learning (SEL) and Character Education: The school incorporates SEL lessons into the curriculum to teach students skills like empathy, self-regulation, and teamwork. Character education programs (Values Matter) emphasize values like respect, responsibility, and kindness.

5. Extracurricular and Enrichment Activities: Clubs and other extracurricular activities provide students with opportunities to explore interests, develop leadership skills, and build positive peer
relationships outside the classroom.

By offering a range of counseling, mental health, mentoring, and support services, the school ensures a holistic approach to student development, equipping them with skills essential for both academic success and personal growth.

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)).

Although Gloria Floyd Elementary does not offer direct career and technical education programs or courses for earning postsecondary credit, we prioritize early awareness and preparation for future opportunities. Students are introduced to the importance of college, careers, and technical education through various activities, discussions, and events.

Classroom lessons occasionally focus on different career paths, encouraging students to explore their interests and consider how education connects to future goals. Career days and guest speaker events bring in professionals from various fields to discuss their jobs and inspire students. While these specific programs and coursework are available at the secondary level, our goal at the elementary level is to create a strong foundation by helping students recognize that a wide range of options exist as they continue their educational journey into middle school, high school, and beyond.

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)).

At Gloria Floyd Elementary, we implement a schoolwide tiered model to prevent and address problem behavior through a Multi-Tiered System of Supports (MTSS) framework. This model integrates academic and behavioral interventions and early intervening services, ensuring that all students receive the support they need.

Tier 1 focuses on universal prevention strategies and positive behavior supports that benefit all students. These include schoolwide expectations, positive reinforcement systems, and reward programs like "Student of the Month" and behavior incentive events. Teachers consistently model and reinforce positive behaviors while offering clear guidelines and consequences. For students needing additional support.

Tier 2 interventions target specific behavior concerns through small group sessions, social skills training, and check-in/check-out programs. These interventions are data-driven and progress-monitored to ensure effectiveness.

Tier 3 is designed for students with more intensive behavioral needs, providing individualized interventions. Functional Behavioral Assessments (FBAs) are conducted to understand the root causes of behavior, leading to the development of a Student-Specific Behavior Intervention Plan (SE-BIP). The SE-BIP outlines targeted strategies and supports for improving behavior, often involving collaboration between teachers, school counselors, and behavior specialists.

Our approach aligns with the Individuals with Disabilities Education Act (IDEA), coordinating services for students with disabilities. Behavior interventions for students with IEPs are integrated into their support plans to ensure consistency across all settings.

The school emphasizes early identification and intervention, fostering positive behavior and addressing issues before they escalate. Regular monitoring, collaboration, and adjustments to interventions help us maintain a supportive environment where students can thrive both behaviorally and academically.

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)).

At Gloria Floyd Elementary, professional learning is a priority for improving instruction and data-driven decision-making. Teachers, paraprofessionals, and staff participate in regular professional development sessions focused on effective instructional strategies, analyzing academic data, and integrating best practices. High-need areas receive targeted support, with specialized training offered to build capacity.

We also share information on required district professional development opportunities to ensure all staff meet the necessary standards. Additionally, mentoring programs and collaborative planning sessions help recruit and retain effective teachers by fostering a supportive and growth-oriented environment.

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 support preschool children in transitioning to elementary school, Gloria Floyd Elementary employs several strategies:

1. Transition Activities: We host orientation events for families and children, including tours of the

school and introductions to teachers and staff.

2. Curriculum Alignment: Our VPK, ASD PK, and Reverse Mainstream PK programs are designed to align with the kindergarten curriculum, ensuring a smooth transition.

3. Collaborative Planning: We collaborate with early childhood programs to share information and strategies, helping to prepare children for the academic and social expectations of elementary school.

4. Parent Involvement: We engage parents through workshops and meetings to familiarize them with school routines and expectations, and to provide guidance on supporting their child's transition.

5. Ongoing Support: Teachers and staff provide continuous support and communication with families to address any concerns and ensure a successful transition for each child.

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 (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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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