

# Intergrated Plan Report

Glendale K-12 Charter School

September 17, 2025

# Progress Markers – Highlights

- Community Engagement - Fall BBQ was a success – planning more projects for 2025-2026 - with Ford Foundation Grant
- Equity team will be meeting quarterly – focus on student attendance and belonging
- Data – Fall assessments in place and progressing
- Student voice – Member on Board and consistent communication with Admin on targeted areas of need – engagement
- Professional development – Focus on Student engagement and attendance – Instructional support – math instruction
- Community Partnerships – Growing developing stronger community premierhips for health , wellness and labor
- Policies – Completed full policy review
- Student belonging – Current IRRE Data shows positive culture for school setting

# Student Achievement

- Implementation of core instructional systems in literacy and starting in mathematics, particularly in grades K–3, has resulted in measurable progress in foundational skills.
- Professional development in evidence-based strategies has increased instructional capacity across most grade levels.
- While progress is evident, achievement gaps remain for our students. The district has begun implementing targeted interventions and data-driven supports to address these disparities.

# Student Well Being

- The district has expanded counseling and therapeutic supports to address the challenges of grief, trauma, bullying, and the impact of social media.
- Professional development in trauma-informed practices, restorative approaches, and classroom management has equipped staff to better meet student needs. Provided year long professional development
- These efforts have contributed to increased student engagement and a reduction in disciplinary incidents.

# Career and Technical

- A CTE needs assessment was completed, leading to expanded work-based learning opportunities and improved alignment of CTE programming with workforce demands. C.N.A Certification and Mechanical Science. Hired an Ag- Science teacher for 2025-2026
- Efforts to provide diploma support, career counseling, and nontraditional pathways for students with disabilities have broadened postsecondary options. 26 Students graduated with post secondary options.
- The district is committed to ensuring that all students graduate prepared for college, career, or both.

# Fiscal Responsibility and Stewardship

- Despite rising costs and funding uncertainties, the district has maintained a balanced budget.
- Continued vigilance is necessary as the district navigates potential shifts in state and federal funding.

# Community and Staff Engagement

- Transparency has been strengthened through regular updates to staff, families, and the community. Newsletters were well received last year.
- Continue to make attempts at collaborative decision-making and shared leadership practices that support a culture of trust and accountability.
- Ongoing professional development in instructional strategies, SEL, and best practices has improved staff capacity to meet diverse student needs.

# Staffing

- We have hired 7 new teaching positions this year! All have certification in education – and are providing a diversified look at our students' programs.
- Professional development this year is focused on:
  - \* Core Math instruction
  - \* English language development – at the HS level
  - \* Student Safety – I love you Guys
  - \* Student and Family Engagement

# Next Steps for 2025-2026

- While some progress has been made, continuous improvement remains central to our mission. In the coming year, the district will:
- Refine targeted academic interventions to accelerate growth for focal student groups.
- Deepen implementation of SEL supports and restorative practices.
- Expand CTE and career pathway opportunities.
- Ensure financial sustainability through proactive planning.
- Advance Community Engagement and participation.

# Data – Where are we at:

	2023/2024	2024/2025
5 year Graduation Rate	85%	<b>73% ( target 75% )</b>
4 year Graduation Rate	73%	<b>65.2% ( target 75% )</b>
Drop out rate	8.79%	<b>9.68%</b>
ELA	36.7%	<b>25.5%</b>
Math	20%	<b>10%</b>
Regular Attenders	60.6%	<b>62.7% Met Target!</b>
Mobility	25.8%	<b>27.4%</b>
9th grade on track		<b>95.5% ( Target 85%)</b>
Grade 3 ELA	32%	28%

# Question 1 – Reflection

- Glendale School made growth in 9th grade on track and attendance - our two focus groups for 2024-2025- However we did not maintain growth in the areas of 3rd grade ELA as expected. In the area of Graduation we were off the % mark - due to an increase in mobility and the loss of students from 9th grade during the Covid year. The calculation has us missing the criteria by 1/26 students. Oral reading fluency in the early grades has continued to progress in a positive trend - staff PD in phonic development has supported growth. Areas of improvement for 2025-2026 are targeted math and reading scores in all grades. Community Engagement - grant has provided more opportunities - However still struggling with participation outside of athletics and school performances.

# Question 2 –Challenges

- Challenges Glendale is facing continue to be a high mobility rate of 27% , Staff structure and consistency - keeping staff in the district- loss of 30% of staff in 2025 will impact overall growth and development- however we have hired all Teachers with current TSPC certification which is a plus. We are refining intervention - especially targeting the MS/HS groups - which showed less progress in academic areas than the elementary. We have continued to expand our CTE programs and establish pathways for all students success - Administrative staff at the Elementary has been positive - however transition continues to impact at the MS/ HS

# Question 3 – LPGT / LOM Comparison

- Review of Metrics shows that we dropped in 4 year graduation rate ( 1 student impacted) and 5year overall grad rate was negative by 2% - our drop out rate at 9.7% is reflected in the graduation rates - and accounts for the 1 student that impacted these score areas., We saw a decline in grade 3 ELA - however this is also reflective of the high needs with in that group - who we have been investing in for two years - comprehensive data shows growth in core areas of fluency and comprehension - area of concern in communication / writing. Glendale has exceeded goals in the area of regular attenders and 9th grade on track - both focal areas for the 2024-2025 school year. Attendance at the HS level remains a targeted area of concern as we enter into the new school year . Initiative for 2025-2026 - Math instruction - Aligning instruction/ intervention to student needs for development - Continue developing ELA - K-3 Reading instruction - focused on communication