

Pinellas County Schools

FUGUITT 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

The mission at Fuguitt Elementary is to prepare our students academically, socially, and emotionally for the next steps in their lives and educational journey.

Provide the school's vision statement

100% Student Success!

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

Dustin Adams

adamsdu@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal monitors the learning environment to ensure content delivery is standards-based, timely with district regulations, and supports teacher growth through observation and feedback. As data becomes available, principal will lead grades 3-5 in weekly PLCs and engage each stakeholder in focused conversations for each unique learner in their classroom. Principal will also ensure this data

is taken into consideration during monthly MTSS and CST meetings.

As the instructional leader an intentional focus on all aspects of school improvement is monitored as PM data is presented. 1. Instructional walk throughs. 2. Teacher observation and evaluation. 3. MTSS team member. CST. Oversee all curriculum areas. Manage, analyze, and interpret school data from a variety of sources, followed by effective action planning to identify and close achievement gaps to meet academic goals in all subgroups. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice. Supervision and retention of high-quality instructional support staff. Create a culture of rigorous learning, belonging and engagement for stakeholders in a positive school climate.

Leadership Team Member #2

Employee's Name

Eliza Lentz

lentze@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The AP monitors the learning environment and support teacher growth through observation and feedback. Using data, teams are provided with differentiated supports. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. CST. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice. supervision and retention of high-quality instructional support staff. Create a culture of rigorous learning, belonging and engagement for stakeholders.

Leadership Team Member #3

Employee's Name

Vanessa Fisher

fisherva@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

MTSS member, PBIS coordinator, individual counseling with students, small group counseling with students, lunch bunches, family resource information, whole class instruction on character development

Leadership Team Member #4**Employee's Name**

Courtney Ringstaff

ringstaffc@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Child study team, individual counseling with students, home visits, attendance monitoring, documentation/correspondence for truancy

Leadership Team Member #5**Employee's Name**

Hannah Martin

martinha@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

MTSS coordination, school data tracking for Tier 2 & 3 students, member of IEP teams, co-facilitator for FBAs, individual student evaluation

Leadership Team Member #6**Employee's Name**

Christopher McCormick

mccormickch@pcsb.org

Position Title

MTSS instructional coach for student services

Job Duties and Responsibilities

Support Implementation of schoolwide PBIS, provide behavioral interventions to students, conduct and monitor FBAs, review behavior data with SBLT and school team, develop PBIPs, coordinate 504s support student services team, support instructional strategies in the classroom and to teachers, provide professional learning to staff, provide social skills instruction.

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.

All Fugitt stakeholders are involved in the development of the SIP plan which include SIP committee members that represent all grade levels and departments. Input and feedback was provided for the creation of the SIP plan from school staff and SAC through surveys and SIP meetings. Review and reflection will be done throughout the school year through SAC, SIP and surveys.

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 SIP will be regularly monitored for effective implementation with the use of purposeful planning and data chat protocols. SIP focused data chats with SBLT, grade level/specialist teams and content area committees will take place quarterly. These data chats will include data diving from school-wide, grade level to individual students. Significant priority will be monitoring those students with an achievement gap and students with Early Warning systems. During these data chats, action planning will occur for instructional implementation to address the needs of the students in order for the students to make progress and close the achievement gap. The plan will be revised as necessary through SBLT/SIP committee meetings with feedback from all stakeholders.

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	100.0%
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) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: B 2022-23: B 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	52	55	66	75	66	71				385
Absent 10% or more school days	0	15	8	13	7	13				56
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)				4	5	2				11
Course failure in Math					5	1				6
Level 1 on statewide ELA assessment			16	32	2	11				61
Level 1 on statewide Math assessment		5	15	24	13	16				73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			4	10						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	6	16	8					33

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		3	15	31	10	12				71

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				7						7
Students retained two or more times										0

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	44	61	69	80	64	62				380
Absent 10% or more school days	1	25	26	22	19	20				113
One or more suspensions		1	2	2	1	1				7
Course failure in English Language Arts (ELA)				1		2				3
Course failure in Math				1		2				3
Level 1 on statewide ELA assessment				9	15	17				41
Level 1 on statewide Math assessment				7	33	21				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	15	6	10	11				51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	11	26	2					41

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	1	6	11	20	4	21				63

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	1		1	5						7
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	68	62	57	64	59	55	61	57
Grade 3 ELA Achievement	63	70	61	75	67	59	58	63	58
ELA Learning Gains	67	65	63	48	62	60	61	64	60
ELA Lowest 25th Percentile	66	63	58	57	59	56	52	62	57
Math Achievement*	53	72	66	51	69	64	65	66	62
Math Learning Gains	53	69	64	37	67	63	70	68	62
Math Lowest 25th Percentile	40	56	50	43	56	51	58	58	52
Science Achievement	59	72	62	47	70	58	70	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	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						58%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						467
Total Components for the FPPI						8
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	53%	60%	57%	64%	53%	

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	64%	No		
English Language Learners	46%	No		
Black/African American Students	52%	No		
Hispanic Students	63%	No		
Multiracial Students	67%	No		
White Students	58%	No		
Economically Disadvantaged Students	55%	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	66%	63%	67%	66%	53%	53%	40%	59%					
Students With Disabilities	56%	47%	75%	70%	49%	84%	80%	50%					
English Language Learners	44%		63%		33%	44%							
Black/African American Students	63%	58%	77%		32%	52%		31%					
Hispanic Students	71%	50%	79%		51%	52%		77%					
Multiracial Students	75%				58%								
White Students	65%	71%	56%		63%	56%	23%	69%					
Economically Disadvantaged Students	61%	59%	62%	61%	48%	53%	46%	46%					

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	57%	75%	48%	57%	51%	37%	43%	47%					61%
Students With Disabilities	42%	83%	38%		26%	12%	20%	11%					
English Language Learners	28%		50%		39%	56%							61%
Black/African American Students	52%	73%	48%		32%	23%		50%					
Hispanic Students	39%	58%	38%		50%	38%		18%					64%
Multiracial Students	83%				58%								
White Students	62%	77%	50%	67%	59%	42%	42%	50%					
Economically Disadvantaged Students	52%	69%	49%	50%	45%	30%	39%	40%					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	55%	58%	61%	52%	65%	70%	58%	70%					48%
Students With Disabilities	39%		45%		35%	50%	42%						
English Language Learners	60%		50%		40%	80%							48%
Black/African American Students	43%		47%		54%	70%	50%						
Hispanic Students	56%	82%	53%		67%	87%		60%					40%
White Students	59%	62%	71%	50%	67%	63%	45%	86%					
Economically Disadvantaged Students	47%	50%	56%	57%	58%	68%	64%	66%					50%

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	61%	68%	-7%	60%	1%
ELA	4	62%	66%	-4%	60%	2%
ELA	5	58%	66%	-8%	61%	-3%
Math	3	57%	71%	-14%	66%	-9%
Math	4	49%	72%	-23%	65%	-16%
Math	5	42%	69%	-27%	62%	-20%
Science	5	52%	70%	-18%	60%	-8%

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?

3-5 English Language Arts (ELA) learning gains, which improved from 48% to 67% was our most improved. This growth was driven by a focused commitment to benchmark-aligned Tier I instruction, intentional master scheduling that maximized instructional time and intervention opportunities, and purposeful collaborative planning sessions between instructional coaches and grade-level teams. These collaborative planning meetings ensured teachers consistently analyzed student data, aligned instruction to standards, and planned targeted lessons to meet student needs - and created resources together. Additionally, a structured intervention framework played a critical role in accelerating student achievement by providing timely, differentiated support for students requiring additional instruction.

Lowest Performance

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

3-5 Math learning gains represented our lowest-performing area, with 40% of students demonstrating learning gains. The third-grade cohort experienced significant challenges that impacted student outcomes, including inconsistent instructional delivery due to a mid-year resignation within the team and the need for stronger instructional practices during the second semester. Additionally, personnel alignment and staffing decisions needed to be more strategically addressed across grade levels to ensure consistent, high-quality instruction for all students. Classroom management and student behavior concerns also impacted instructional time in some classrooms.

Greatest Decline

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

Third grade ELA proficiency demonstrated our greatest decline, decreasing from 75% proficiency in the prior year to 63% proficiency. While this represents a decline, it is important to recognize the significant progress made with this cohort of students, who entered third grade with approximately 34% proficiency. Through intentional data analysis, strategic student grouping, and targeted standards-based instruction, the third-grade team implemented focused supports to accelerate

student growth and improve outcomes.

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.

Our greatest area of need is fourth-grade mathematics, where student performance was 15 percentage points below the state average. Addressing this gap began with overcoming personnel challenges to ensure students had consistent, high-quality instruction. With staffing stabilized, our focus has shifted to strengthening instructional systems that will have the greatest impact on student achievement. Through a backward planning model and structured Professional Learning Communities (PLCs), teachers collaboratively unpack benchmarks, identify priority standards, align instructional resources, and develop standards-based lessons that intentionally prepare students for mastery. These collaborative planning structures, combined with targeted intervention and ongoing coaching support, will ensure instruction is aligned, data-driven, and responsive to student needs as we work to close the achievement gap in fourth-grade mathematics.

EWS Areas of Concern

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

Student attendance being at 12% school -wide.

Number of students scoring a level 1 in math from grades 3-5.

Highest Priorities

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

Strengthening intervention, strengthening collaborative planning model, fourth grade math scores, student attendance

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 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.

Strategically prioritize the full implementation of UFLI, the Flamingo small-group instructional model, and explicit Tier 1 core instruction in VPK–2 classrooms. Ensure the equitable allocation and utilization of instructional resources through targeted professional development, embedded coaching cycles, ongoing classroom support, and actionable feedback to strengthen instructional practices and improve early literacy outcomes.

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.

65% of students in grades K-2 will score a Level 3 or above as measured by the STAR Reading/Early Literacy assessment in May of 2027.

Monitoring

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

ELA instructional practice will be monitored through formal and informal walkthrough observations with actionable feedback, lesson plan review, ELFAC data collection, district ELA assessments, and state progress monitoring throughout the 2026-2027 school year. Review, analysis, and reflection of data will occur during weekly, grade level PLCs.

Person responsible for monitoring outcome

Eliza Lentz

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:

K-2 classrooms will use UFLI for whole group phonics instruction along with the Flamingo model during small group instruction.

Rationale:

When teachers use intentional, standards based reading practices to address deficits in reading their fluency and comprehension will increase significantly.

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

Literacy Leadership

Person Monitoring:

Eliza Lentz

By When/Frequency:

Weekly

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

The School Literacy Team meets regularly to analyze student data and make informed decisions regarding the professional learning, instructional supports, and resources needed to maximize student growth in reading.

Action Step #2

Literacy- Professional Learning

Person Monitoring:

Eliza Lentz

By When/Frequency:

Bi-Weekly

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

Through the facilitation of instructional staff developers and literacy experts, Professional Learning Communities (PLCs) will engage in ongoing analysis and reflection of assessment data while participating in collaborative, job-embedded professional learning. These PLCs will provide dedicated time for teachers to collaborate, research best practices, conduct lesson studies, and plan high-quality instruction. As part of this work, all K–2 reading teachers will receive ongoing professional development and coaching from their Instructional Staff Developer (ISD), focused on evidence-based literacy practices grounded in the science of reading and the implementation of the UFLI and Flamingo small-group instructional model to strengthen instructional effectiveness and improve student outcomes.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

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.

The school has an opportunity to strengthen collaborative planning in ELA, Mathematics, and Science by ensuring consistent implementation of structured Professional Learning Communities (PLCs). Building on existing collaborative practices, PLCs will focus on intentional, benchmark-aligned planning that supports high-quality Tier 1 core instruction and improved student outcomes. Continued support from district instructional staff developers, content specialists, and school leadership, along with regular classroom observations and walkthroughs, will provide meaningful feedback to enhance planning practices. Strengthening the use of PLC agendas, collaborative lesson design, and data-informed discussions will promote greater instructional consistency and ensure all students receive rigorous, standards-aligned instruction.

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.

ELA: 60% to 65%

Math: 49% to 65%

Science prof: 50% to 65%

ELA Grade 3 proficiency: 59% to 65%

Monitoring

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

In collaborative planning sessions, as student data become available, teams will analyze results to make informed instructional decisions, adjust instruction, and plan targeted remediation to ensure all students master grade-level benchmarks and retain content over time. Each collaborative planning session will result in a tangible, data-driven action plan that is student-focused, benchmark-aligned, and responsive to the specific needs of each classroom while also addressing the instructional priorities of the grade-level cohort. These plans will provide teachers with clear instructional next steps, targeted interventions, and common strategies to support student success. Weekly walkthroughs will provide continuous formative feedback and serve as the foundation for meaningful dialogue between teachers and administrators. These conversations will focus on strengthening high-quality lesson planning, ensuring alignment to grade-level standards, and supporting the effective implementation of instructional practices that maximize student learning.

Person responsible for monitoring outcome

Dustin Adams (3-5) Eliza Lentz (K-2)

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:

Identifying critical content

Rationale:

As teachers strengthen their expertise in this instructional strategy, students will demonstrate significant growth in their ability to process, understand, and apply new learning. Teachers will be better equipped to identify the most critical content, intentionally scaffold instruction, and build upon previously learned skills, enabling students to develop deeper understanding as concepts increase in complexity.

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

Intentional collaborative planning during PLCs.

Person Monitoring:

Dustin Adams (3-5) Eliza Lentz (K-2)

By When/Frequency:

Weekly

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

Focused agendas will be developed in advance, guided by relevant student data to ensure purposeful collaboration. PLCs will be intentionally scheduled by content area to support targeted, data-driven instructional planning. During each PLC, teams will analyze student data to inform instructional adjustments and plan for timely remediation. At the start of each unit, teams will identify the priority benchmarks and engage in the backwards planning model to ensure alignment and clarity of instructional goals.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention**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.

In ELA, Math, and Science, student performance and state assessment data from the 2025–2026 school year indicated that students performing below grade level were not consistently provided with effective, targeted instruction during core content blocks or intervention groups. As a result, students who did not demonstrate proficiency or make learning gains lacked consistent opportunities to receive differentiated instruction at their instructional level, limiting their ability to close achievement gaps and accelerate academic growth.

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.

ELA: 60% to 65%

Math: 49% to 65%

Science prof: 50% to 65%

ELA Grade 3 proficiency: 59% to 65%

Monitoring

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

The area of focus will be monitored through daily informal and formal classroom walkthroughs that provide actionable feedback to support continuous instructional improvement. Student performance data, including FAST PM1 and PM2 assessments, district module assessments, and classroom-based assessments, will be regularly reviewed and analyzed with content coaches and staff during weekly PLC meetings to identify trends, monitor progress, and inform instructional decisions. Lesson plans will be monitored by the leadership team and instructional coaches to ensure small-group instruction is purposeful, intentional, data-driven, and aligned to the specific needs of students.

Person responsible for monitoring outcome

Dustin Adams (3-5) Eliza Lentz (K-2)

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:

Explicit and systematic instruction including scaffolds using UFLI, Flamingo small groups and book studies. Interventions and small group instruction will be monitored daily by the leadership team. All math and science materials will be aligned to grade level benchmarks and vetted by the district and

school-based coach.

Rationale:

Intentional, data-driven intervention and differentiated instruction across all content areas will accelerate student growth and close achievement gaps by ensuring students receive targeted support aligned to their individual needs. Teachers will implement explicit instruction through clear modeling, guided practice, and timely feedback while using student data to provide purposeful small-group instruction, adjust learning pathways, and ensure all students have access to rigorous, high-quality instruction that promotes success.

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

Strengthening intervention

Person Monitoring:

Adams

By When/Frequency:

Weekly

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

Our school will strengthen intervention blocks across every grade level by intentionally identifying and grouping students based on current academic data and specific skill deficits. During collaborative PLCs, teachers, administrators, and instructional staff developers will work together to analyze student performance, identify priority standards, and align high-quality instructional resources to meet the needs of each intervention group. Instructional staff developers will provide ongoing modeling, coaching, and classroom support to ensure evidence-based intervention strategies are implemented with fidelity. Through continuous progress monitoring and collaborative planning, intervention groups will be adjusted as students demonstrate growth, ensuring instruction remains targeted, responsive, and focused on accelerating student achievement. This systematic approach will maximize intervention time, strengthen Tier II and Tier III supports.

Area of Focus #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

At Fugitt Elementary, we remain committed to ensuring equitable outcomes for every student by intentionally monitoring and addressing the achievement gap between our Black students and their

peers. Although our Black student subgroup is currently performing 11 percentage points above the federally required ESSA index, we recognize that meeting the minimum requirement is not our ultimate goal. We are dedicated to continuously improving outcomes by providing high-quality, benchmark-aligned Tier I instruction, targeted interventions, and ongoing progress monitoring to accelerate student learning. Through collaborative planning, data-driven instructional decisions, and intentional support for individual student needs, we will continue working to increase proficiency and learning gains while closing achievement gaps and ensuring every student has the opportunity to achieve at high levels.

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.

Our review of schoolwide assessment data highlights significant success in English Language Arts, with proficiency increasing from 42% in the previous year to 60% on FAST PM3. This growth reflects the positive impact of our focus on benchmark-aligned instruction, collaborative planning, and targeted interventions. While celebrating these gains, our comprehensive needs assessment also identified mathematics as a critical area for continued improvement, particularly for our Black student subgroup. Data indicate that instructional shifts are needed across mathematics, with an intensified focus on fourth grade, to strengthen Tier I core instruction, increase student engagement with grade-level standards, and provide timely, targeted interventions. The goal for this subgroup in Math overall is moving students from 25% to 45% proficiency by the end of the school year.

Monitoring

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

Progress for our Black student subgroup will be closely monitored through a comprehensive, data-driven process designed to ensure timely instructional adjustments and targeted support. During weekly Professional Learning Community (PLC) meetings, teachers will analyze intervention data, topic assessments, and benchmark assessment results to evaluate student mastery of grade-level standards and determine the effectiveness of instructional strategies. This ongoing review will be used to refine intervention groups, adjust instructional practices, and provide additional support based on individual student needs.

Person responsible for monitoring outcome

McCormick & Adams

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:

Explicit and systematic instruction including scaffolds using UFLI, Flamingo small groups and book studies. Interventions and small group instruction will be monitored daily by the leadership team. All math and science materials will be aligned to grade level benchmarks and vetted by the district and school-based coach.

Rationale:

Intentional, data-driven intervention and differentiated instruction across all content areas will accelerate student growth and close achievement gaps by ensuring students receive targeted support aligned to their individual needs. Teachers will implement explicit instruction through clear modeling, guided practice, and timely feedback while using student data to provide purposeful small-group instruction, adjust learning pathways, and ensure all students have access to rigorous, high-quality instruction that promotes success.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Strengthening Intervention

Person Monitoring:

McCormick & Adams

By When/Frequency:

Weekly

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

Our school will strengthen intervention blocks across every grade level by intentionally identifying and grouping students based on current academic data and specific skill deficits. During collaborative PLCs, teachers, administrators, and instructional staff developers will work together to analyze student performance, identify priority standards, and align high-quality instructional resources to meet the needs of each intervention group. Instructional staff developers will provide ongoing modeling, coaching, and classroom support to ensure evidence-based intervention strategies are implemented with fidelity. Through continuous progress monitoring and collaborative planning, intervention groups will be adjusted as students demonstrate growth, ensuring instruction remains targeted, responsive, and focused on accelerating student achievement. This systematic approach will maximize intervention time, strengthen Tier II and Tier III supports.

IV. Positive Learning Environment

Area of Focus #1

Other: Cultivating a Supportive Environment through MTSS

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.

A Schoolwide discipline process is essential for maintaining a positive learning environment for all students. Schoolwide expectations for PBIS and discipline must be communicated and taught explicitly to all stakeholders in order to maintain the optimum learning environment where learning can be facilitated.

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.

The number of referrals per student will decrease by 15% for students that have more than 1 referral incidents.

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.

Monitoring will occur through data of disciplinary referrals, behavior call log, minor behavior incidents, PBIS committee team review, SBLT MTSS/review and through quarterly SIP review meetings. Results will be presented at staff meetings.

Person responsible for monitoring outcome

Chris McCormick

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:

Create a positive school culture through Positive Behavior Interventions and Supports (PBIS).

Rationale:

A consistent and predictable environment where expectations from PreK-5 are explicit so that our school community knows how to be successful.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Continuance of Guidelines of Success expectations

Person Monitoring:

Adams & McCormick

By When/Frequency:

Quarterly

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

A PK-5 schoolwide behavior system will continually be developed and modified to meet student population need, explicitly taught, implemented and reviewed. This behavior system will address high frequency problem areas, expectations, and consequences for misconduct. Additionally, it will include means of positive incentives and methods of support in cases where students may need additional interventions.

Area of Focus #2

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.

In our primary grades, daily attendance is especially critical as students engage in hands-on learning experiences, develop social-emotional skills, and build the foundational literacy and numeracy skills that support future learning. These early years are when students are learning through play, learning routines, and, most importantly, learning to read. Missing instructional time during these formative years can create learning gaps that become increasingly difficult to close.

As students move into the intermediate grades, the importance of attendance continues to grow. At this stage, students transition from learning to read to reading to learn, applying literacy skills across all content areas. Consistent attendance ensures students remain engaged with grade-level instruction, participate in collaborative learning experiences, and develop the knowledge and skills needed for continued academic success.

Currently, 12% of our students schoolwide have missed 10% or more of the academic year, with first grade demonstrating the highest rate of absenteeism.

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.

Each grade level will work toward an attendance initiative that is incentive-based headed by a teacher leader on our campus. Each grade level goal will be to reduce their absenteeism rate 12% this

coming school year. Results will be measured each week, month and quarter in order to properly communicate the progress to teachers, students and families.

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.

Results will be measured each week, month and quarter in order to properly communicate the progress to teachers, students and families.

Person responsible for monitoring outcome

KT Craig

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:

Students will participate in a grant-funded attendance incentive program designed to promote the importance of being present, on time, and ready to learn each day. Through this initiative, students will have opportunities to earn both individual and classroom rewards for demonstrating consistent attendance and punctuality. Incentives may include recognition, special privileges, and celebrations that reinforce positive attendance habits and build excitement around coming to school every day. By recognizing and celebrating attendance successes, the program aims to foster a positive school culture, increase student engagement, reduce chronic absenteeism, and reinforce the message that every school day provides valuable learning opportunities that cannot be replaced.

Rationale:

Students who are positively recognized for developing strong attendance habits will be encouraged to take ownership of their success by reminding their parents, caregivers, and bus drivers of the importance of arriving at school on time each day.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Beat the bell initiative!

Person Monitoring:

KT Craig

By When/Frequency:

Weekly

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

step:

Teachers will assign each student in their class a number.

- Each morning, students who are present and on time will be entered into the daily drawing in the classroom.
- Draw one number from the students who are present and on time that day.
- Send the winning student to Ms. Craig's room at the end of the day (by 2:30) to receive a snack prize.

In addition, the top 3 classes with the lowest absence rate will earn a pizza party!

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.

Fuguitt's SIP information will be disseminated to all stakeholders of the Fuguitt community. In addition to access on the school website, the SIP will be available in the front office at the Title I parent Station, through school newsletters, during our Title I annual meeting, and during SAC/ PTA meetings in parent friendly language.

<https://www.pcsb.org/fuguitt-es>

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)).

Fuguitt will work consistently on building positive relationships with parents, families and other community stakeholders by providing opportunities for them to become involved in the Fuguitt community such as offering parent/family engagement nights/events, volunteering, and mentoring. We will offer opportunities teach parents how to support learning at home through parent tutoring, training videos on Clever, Focus or other frequently used items across grade levels/across the school. Surveys will be given frequently to provide parents and families opportunities to give input regarding how we can continue to improve our positive relationships between home and school. The Title I compact will be referenced throughout the year to review the expectations for all stakeholders.

Communication methods will include student planners and utilizing the FOCUS platform. Training information will be communicated and opportunities for support will be held for families in this new communication method. Schoolwide communication will be translated to accommodate those families who are non-english speaking in order to ensure these families can maximize the shared responsibility of their children's learning.

<https://www.pcsb.org/fuguitt-es>

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)).

Fuguitt plans to strength the academic program in the school through implementing focused PLCs in all grade levels/departments and will prioritize the management of time, reviewing the standards/ benchmarks that school need for reteaching within the day and throughout the year (spiral review). Content specific data chats will be scheduled and action planning will be held after each unit/module. We will utilize certified staff instructionally to support all students in the areas of need.

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)).

Fuguitt has partnered with YMCA/JWB for Promise Time. WE have other partnerships with local law enforcement for safety training sessions, Kiwanis to support our PBIS initiative, and other local business to support our classrooms and students in the aspect of academics and behaviorally. Family resources is housed on campus to assist families in need of housing, clothing and physicals.

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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