

Pinellas County Schools

WOODLAWN ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 29
- V. Title I Requirements (optional)..... 32
- VI. ATSI, TSI and CSI Resource Review 35
- VII. Budget to Support Areas of Focus 36

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 of Woodlawn Elementary is to establish a respectful learning environment that builds the foundation for scholars to have a successful future through relationships, relevance, and rigor.

Provide the school's vision statement

100% Scholar 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

Vickie Graham

grahamv@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal oversees the daily operation of the entire school. They are in charge of hiring and retention of teachers, promoting a positive school culture and climate for all staff and scholars and ensuring best teaching practices are known and used for improvement of student achievement.

Leadership Team Member #2

Employee's Name

Maegan Caldwell

caldwellmae@pcsb.org

Position Title

MTSS/Literacy Coach

Job Duties and Responsibilities

The MTSS Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve scholar achievement. They also facilitate the implementation of the problem-solving process with the school-based team and all school staff.

Leadership Team Member #3**Employee's Name**

Sara Koch

kochsa@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

The Curriculum Specialist provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve scholar achievement.

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

Emily Maker

makere@pcsb.org

Position Title

K-2 Literacy Coach

Job Duties and Responsibilities

The K-2 Literacy Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve scholar achievement.

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.

Our process for stakeholder involvement in the development of Woodlawn's SIP included:

- *Reviewing survey data from the 2026 school year (parents, staff & scholars)
- *Input from leadership team & staff goal managers
- *Feedback from grade level teams

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)).

In addition to reviewing the SIP at SAC meetings, we will also monitor the SIP on the third Tuesday of every month at SIP committee meetings. Teachers and coaches will be assigned to a content goal to support with progress.

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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: C 2022-23: D 2021-22: D

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	16	18	26	31	34	22				147
Absent 10% or more school days	0	2	9	9	8	4				32
One or more suspensions	0	0	1	3	1	0				5
Course failure in English Language Arts (ELA)	0	0	0	1	0	5				6
Course failure in Math	0	0	0	2	1	0				3
Level 1 on statewide ELA assessment	0	0	6	6	2	8				22
Level 1 on statewide Math assessment	0	2	4	7	3	6				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)	0	0	2	1	1	0				4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	3	3	0				8

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	0	1	8	7	5	6				27

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	0	1	0	0				2
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	20	26	30	43	32	36				187
Absent 10% or more school days	1	5	9	10	12	6				43
One or more suspensions		1	2	2	7	3				15
Course failure in English Language Arts (ELA)				1	3					4
Course failure in Math					1	2				3
Level 1 on statewide ELA assessment		2	6	13	9	8				38
Level 1 on statewide Math assessment	1	4	8	10	7	5				35
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	3	3	1					9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	5	5	6					20

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	2	5	8	12	9				37

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	2	1	3						7
Students retained two or more times				2						2

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*	70	68	62	43	64	59	33	61	57
Grade 3 ELA Achievement	79	70	61	38	67	59	26	63	58
ELA Learning Gains	74	65	63	53	62	60	58	64	60
ELA Lowest 25th Percentile	71	63	58	57	59	56	75	62	57
Math Achievement*	66	72	66	63	69	64	43	66	62
Math Learning Gains	60	69	64	76	67	63	70	68	62
Math Lowest 25th Percentile	67	56	50	85	56	51	69	58	52
Science Achievement	68	72	62	65	70	58	43	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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	555
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*
69%	59%	55%	42%	36%	39%	

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	74%	No		
English Language Learners	85%	No		
Black/African American Students	58%	No		
Hispanic Students	84%	No		
White Students	80%	No		
Economically Disadvantaged Students	68%	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	70%	79%	74%	71%	66%	60%	67%	68%					
Students With Disabilities	71%		81%		55%	81%	82%						
English Language Learners	85%				85%								
Black/African American Students	50%	73%	59%	60%	48%	59%	55%						
Hispanic Students	88%		100%		76%	70%							
White Students	95%		83%		90%	50%							
Economically Disadvantaged Students	69%	79%	73%	80%	61%	58%	67%	59%					

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	43%	38%	53%	57%	63%	76%	85%	65%					47%
Students With Disabilities	21%	25%	31%		21%	62%							
English Language Learners	60%				80%								47%
Black/African American Students	20%	13%	40%		46%	75%							
Hispanic Students	63%		67%		63%	75%							
White Students	58%		64%		79%	73%							
Economically Disadvantaged Students	41%	40%	49%	55%	58%	78%	83%	63%					42%

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	33%	26%	58%	75%	43%	70%	69%	43%		75%
Students With Disabilities	16%		50%		27%	35%		30%		
English Language Learners	40%				50%					75%
Black/African American Students	21%	6%	58%		29%	71%		23%		
Hispanic Students	42%				50%					
White Students	39%		53%		61%	59%				
Economically Disadvantaged Students	30%	24%	57%	77%	37%	67%	77%	33%		

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	76%	68%	8%	60%	16%
ELA	4	55%	66%	-11%	60%	-5%
ELA	5	69%	66%	3%	61%	8%
Math	3	82%	71%	11%	66%	16%
Math	4	55%	72%	-17%	65%	-10%
Math	5	53%	69%	-16%	62%	-9%
Science	5	67%	70%	-3%	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?

ELA was the data component that showed the most improvement. ELA 3-5 proficiency increased from 43% to 70%. Third grade ELA proficiency moved from 38% to 79%.

New Actions:

- *Added Literacy Coach responsibilities to MTSS Coach responsibilities
- *Weekly collaborative planning with TZ and school-based literacy coach
- *Literacy/MTSS Coach taught fifth grade ELA core (both classes)
- *Experienced ELA teachers in all three grade-levels
- *Implemented work from DWT to differentiate within core using ALDs
- *Consistent and intentional monitoring from ILT using school walkthrough tool

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 math with 66% proficiency.

Contributing Factors:

- *Inconsistent core instruction due to long-term substitute in fourth grade
- *Lack of benchmark/content and pedagogical knowledge (all "new to grade-level" teachers)
- *First-year math coach
- *Unstable classroom environment

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 was L25 learning gains in math.

Contributing Factors:

- *Inconsistent core instruction due to long-term substitute in fourth grade

- *Lack of benchmark/content and pedagogical knowledge (all "new to grade-level" teachers)
- *First-year math coach
- *Unstable classroom environment

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.

In all 3-5 proficiency cells, Woodlawn outperformed the state. K-2 ELA proficiency at Woodlawn was 56% and the state average was 58%, so this would be our greatest gap.

Contributing Factors:

- *Transition of PELI coach
- *Insufficient staffing to support additional small groups
- *Mid-year teacher turnover
- *Teacher on maternity leave for 4 months

EWS Areas of Concern

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

A concern for the upcoming school year is the assignment of new teachers to 5th grade. As the final elementary grade and a state-tested grade level, 5th grade requires strong instructional expertise, effective classroom management, and a deep understanding of curriculum standards. New teachers may need additional coaching, mentoring, and ongoing support to ensure they are able to effectively meet the academic and social-emotional needs of students while maintaining high levels of student achievement.

Additionally, the loss of our behavior specialist, creates further concern as this position supports climate and culture schoolwide and many scholars in this cohort.

Highest Priorities

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

1. Increasing learning gains in ELA and Math by strengthening core instruction
2. Refining supports and interventions for behavior
3. Providing professional development to increase relational capacity between teachers and students

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

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.

This area of focus has been selected to strengthen Tier 1, benchmark-aligned ELA instruction to increase scholar proficiency and learning gains. Analysis of FAST, district assessment, and classroom walkthrough data indicates that having more consistent implementation of rigorous, benchmark-aligned literacy instruction in the 25-26 school year allowed us to reach our goals for proficiency and gains. By continuing the quality and consistency of core ELA instruction across classrooms with new teachers in place, the school will increase scholar proficiency and accelerate learning gains for all students.

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.

The percent of scholars achieving proficiency in ELA will increase from 70% proficient to 75% as measured by the PM3 FAST test. Our goal for learning gains will be 65%.

The percent of scholars achieving proficiency in Grade 3 ELA will increase from 79% to 81% as measured by the PM3 FAST assessment.

Monitoring

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

This area of focus will be monitored using our school-wide walkthrough tool, district common assessment data, FAST data, ongoing progress monitoring data, and ELFAC data.

Person responsible for monitoring outcome

Maegan Caldwell

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:

Specific coaching and feedback will be provided to teachers, along with structured planning sessions and just-in-time professional development for best practices and Advancement Via Individual Determination (AVID) strategies. Instructional coaches will also support teachers in designing lessons with purposeful instructional pit stops that monitor scholar understanding throughout instruction--including during independent practice--and inform immediate instructional decisions.

Rationale:

Providing teachers with targeted coaching, actionable feedback, structured collaborative planning, and just-in-time professional development will strengthen the implementation of high-quality, benchmark-aligned ELA instruction. Through coaching cycles and continuous improvement processes, teachers will refine instructional practices, consistently implement evidence-based literacy and AVID strategies, and respond to student data, resulting in increased scholar proficiency and learning gains.

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

Coaching and feedback (continuous cycles of improvement)

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

Coaching and feedback will be provided throughout the year using continuous cycles of improvement. Coaching support will include weekly collaborative planning focused on designing lessons with purposeful instructional pit stops. Coaches will provide feedback on teachers' ability to monitor understanding throughout instruction, respond to scholar misconceptions in real time, and adjust instruction based on evidence of learning. We will monitor the impact of this action through classroom walkthroughs using our school tool to monitor implementation of instructional look-fors, including the effective use of instructional pit stops, scholar engagement, and responsive teaching, and data analysis.

Action Step #2

SBLT Academic to Monitor Progress

Person Monitoring:

SBLT

By When/Frequency:

Monthly

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

step:

The SBLT will meet monthly to review ongoing progress monitoring, district common assessments, and FAST data (when applicable). The team will engage in the 4-step problem solving process as needed to ensure effective implementation across all tiers. The impact of this action step will be monitored through step 4 of the problem solving process.

Action Step #3

Professional Development

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

Teachers will be encouraged to attend module rollouts. Just-in-time professional development will be provided during PLCs based on walkthrough trends and coaching needs. Professional learning will build teacher capacity to plan effective instructional pit stops, analyze scholar responses during instruction, and make immediate instructional adjustments. The impact will be observed through classroom walkthroughs and data.

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.

This area of focus has been selected to strengthen Tier 1, benchmark-aligned math instruction to increase scholar proficiency and learning gains. Analysis of FAST, district assessment, and classroom walkthrough data indicates a need for consistent implementation of rigorous, benchmark-aligned math instruction. By improving the quality and consistency of core math instruction across classrooms, the school will increase scholar proficiency and accelerate learning gains for all students.

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.

The percent of scholars achieving Mathematics proficiency will increase from 66% to 70% as measured by the PM3 FAST. Our goal for math learning gains is 65%.

Monitoring

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

This area of focus will be monitored using our school-wide walkthrough tool, district common

assessment data, and FAST data.

Person responsible for monitoring outcome

Sara Koch

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:

Specific coaching and feedback will be provided to teachers, along with structured planning sessions and just-in-time professional development for best practices and effective use of resources. Instructional coaches will also support teachers in designing lessons with purposeful instructional pit stops that monitor scholar understanding throughout instruction--including during independent practice--and inform immediate instructional decisions.

Rationale:

Providing teachers with targeted coaching, actionable feedback, structured collaborative planning, and just-in-time professional development will strengthen the implementation of high-quality, benchmark-aligned mathematics instruction. Through coaching cycles and continuous improvement processes, teachers will refine instructional practices, effectively utilize instructional resources, and respond to student data, resulting in increased scholar proficiency and learning gains in mathematics.

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

Coaching and feedback

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

TZ math coach and curriculum specialist will provide coaching and feedback throughout the year using continuous cycles of improvement. Coaching support will include weekly collaborative planning focused on designing lessons with purposeful instructional pit stops. Coaches will provide feedback on teachers' ability to monitor understanding throughout instruction, respond to scholar misconceptions in real time, and adjust instruction based on evidence of learning. Coaches will ensure appropriate use of resources/instructional materials. We will monitor the impact of this action through classroom walkthroughs using our school tool to monitor implementation of instructional look-fors, including the effective use of instructional pit stops, scholar engagement, and responsive teaching, and data analysis.

Action Step #2

SBLT Academic to Monitor Progress

Person Monitoring:

SBLT

By When/Frequency:

Monthly

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

The SBLT will meet monthly to review ongoing progress monitoring, district common assessments, and FAST data (when applicable). The team will engage in the 4-step problem solving process as needed to ensure effective implementation across all tiers. The impact of this action step will be monitored through step 4 of the problem solving process.

Action Step #3

Professional Development

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

Teachers will be encouraged to attend topic rollouts. Just-in-time professional development will be provided during PLCs based on walkthrough trends and coaching needs. Professional learning will build teacher capacity to plan effective instructional pit stops, analyze scholar responses during instruction, and make immediate instructional adjustments. The impact will be observed through classroom walkthroughs and data.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus has been selected to sustain and strengthen high-quality, benchmark-aligned science instruction to maintain high levels of scholar achievement. Analysis of state assessment, district assessment, and classroom walkthrough data indicates that consistent implementation of rigorous, benchmark-aligned science instruction contributed to the school's 68% proficiency during the 2025–2026 school year. By continuing the quality and consistency of Tier 1 science instruction across classrooms, including support for our new fifth grade science teacher, the school will maintain high levels of scholar proficiency while ensuring all students have access to engaging, inquiry-based science learning experiences.

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 level of proficiency for Science was 68% proficient on the Florida Statewide Science Assessment. Because success in science is closely tied to students' literacy skills, and the incoming fifth-grade cohort enters with lower ELA proficiency (55% compared to 73% for the previous cohort), the school's science proficiency goal has been set at 70%.

Monitoring

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

This area of focus will be monitored using our school-wide walkthrough tool, district common assessment data, and FAST data.

Person responsible for monitoring outcome

Vickie Graham

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:

Specific coaching and feedback will be provided to teachers, along with structured planning sessions and just-in-time professional development for best practices and effective use of resources. Instructional coaches will also support teachers in designing lessons with purposeful instructional pit stops that monitor scholar understanding throughout instruction--including during independent practice--and inform immediate instructional decisions.

Rationale:

Providing teachers with targeted coaching, actionable feedback, structured collaborative planning, and just-in-time professional development will strengthen the implementation of high-quality, benchmark-aligned science instruction. Through coaching cycles and continuous improvement processes, teachers will refine instructional practices, effectively utilize instructional resources, and respond to student data, resulting in increased scholar proficiency in science.

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

Coaching and feedback

Person Monitoring:

By When/Frequency:

Vickie Graham

Ongoing/monthly

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

TZ science coach will provide coaching and feedback throughout the year using continuous cycles of improvement. ILT will also support with follow-through when science coach is off campus. Coaching support will include weekly collaborative planning focused on designing lessons with purposeful instructional pit stops and ensuring appropriate use of materials/resources. Coaches will provide feedback on teachers' ability to monitor understanding throughout instruction, respond to scholar misconceptions in real time, and adjust instruction based on evidence of learning. We will monitor the impact of this action through classroom walkthroughs using our school tool to monitor implementation of instructional look-fors, including the effective use of instructional pit stops, scholar engagement, and responsive teaching, and data analysis.

Action Step #2

SBLT Academic to Monitor Progress

Person Monitoring:

SBLT

By When/Frequency:

Monthly

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

The SBLT will meet monthly to review ongoing progress monitoring and district common assessments. The team will engage in the 4-step problem solving process as needed to ensure effective implementation across all tiers. The impact of this action step will be monitored through step 4 of the problem-solving process.

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.

This area of focus has been selected to sustain and accelerate the significant academic progress demonstrated by the Black/African American (BLK) subgroup. Analysis of 2025–2026 state assessment data indicates substantial gains in proficiency across content areas, reflecting the positive impact of targeted instructional supports, data-driven decision-making, and strengthened Tier 1 instruction. Woodlawn will continue to monitor subgroup performance, implement evidence-based instructional practices, and provide targeted supports to ensure equitable outcomes, maintain recent gains, and continue reducing achievement gaps.

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.

The percent of scholars achieving proficiency will increase from 50% to 60% in ELA and from 48% to 60% in math.

Monitoring

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

SBLT will monitor data student progress utilizing District and State Assessments. Teachers will utilize data in Performance Matters from benchmark-based assessments to track progress of scholars in these subgroups. Teachers will also engage in monthly data chats to review and reflect on the implications of their data.

Person responsible for monitoring outcome

Vickie Graham

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:

Provide ongoing professional development for teachers on high-yield teaching strategies, AVID, Restorative Practices, and the 6M's.

Rationale:

In order for scholars to increase proficiency, it is imperative that core instruction is implemented utilizing effective strategies that are scholar-centered and differentiated accordingly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Master schedule supports opportunities for support facilitation (push-in) and foundational skills instruction (pull-out).

Rationale:

Strong systems ensure consistent implementation to drive student success forward.

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

Professional Development

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

Provide ongoing PD for teachers on culturally relevant teaching routines, AVID, Restorative Practices, and the 6M's. Impact will be monitored through ILT walkthroughs and data analysis.

Action Step #2

Data PLCs

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

Data will be reviewed and shared at monthly PLC's to discuss action planning. Impact will be monitored through walkthroughs, intervention fidelity checks, and Tier 2/3 progress monitoring data.

Action Step #3

Master schedule is built to maximize supports

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

The master schedule is built to allow for appropriate push-in and pull-out supports. ILT will support ESE teacher and interventionist in building schedule that maximizes opportunities to support scholars effectively and meet unique needs. We will monitor the impact of this step by analyzing subgroup data in SBLT.

Area of Focus #5

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 focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.

Kindergarten proficiency will increase from 52% to 60%.
 First grade proficiency will increase from 50% to 60%.
 Second grade proficiency will increase from 66% to 70%.

Monitoring

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

SBLT team will monitor progress utilizing district and state assessments.

Person responsible for monitoring outcome

Maegan Caldwell

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:

Provide consistent, evidence-based literacy instruction through a print-rich environment that includes explicit, systematic, and scaffolded teaching of foundational reading skills. Instruction will focus on developing alphabets, decoding, word analysis, fluency, vocabulary, oral language, and reading comprehension through daily opportunities to read and discuss connected, grade-level texts. Teachers will utilize research-based instructional practices to ensure all students build the foundational literacy skills necessary for long-term reading success.

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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 Team

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

The School Literacy Leadership Team, including ELA champions, will meet regularly to analyze reading data, monitor implementation of the Pinellas Early Literacy Initiative (VPK–2), and determine professional learning and instructional supports needed to maximize student growth. The team will build staff capacity through ongoing training on evidence-based literacy practices, high-quality instructional materials, and the B.E.S.T. ELA Standards, with an emphasis on the integration of oral language, collaborative discussion, and writing. The team will also strengthen the home-school partnership by planning family literacy events that promote evidence-based reading practices.

Action Step #2

Coaching and feedback

Person Monitoring:

Vickie Graham

By When/Frequency:

Ongoing/monthly

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

Literacy coach and district ISD will partner with principal to implement the Pinellas Early Literacy Initiative through job-embedded professional learning focused on the science of reading, the Flamingo Small Group Model, writing, and other evidence-based practices. Coaches will prioritize coaching cycles, modeling, mentoring, and data-driven support to strengthen Tier 1 instruction, build teacher capacity, and ensure assessment data is used to effectively differentiate instruction and improve student reading outcomes. Coaches and ILT will also monitor fidelity of UFLI phonics and Flamingo small groups.

Action Step #3

Monitoring ELFAC data

Person Monitoring:

Maegan Caldwell

By When/Frequency:

Bi-weekly

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

MTSS/Literacy coach will support teachers in developing a system to monitor ELFAC and adjust small groups monthly. MTSS coach and district ISD will monitor the app to ensure that it's being inputted. Intervention fidelity walks will demonstrate whether groups are being adjusted as needed, along with a shared small group spreadsheet with identified ELFAC focus skill for each group.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

By strengthening our PBIS practices, we will enhance the effectiveness of our behavioral supports and interventions while increasing proactive strategies that foster a positive school culture and climate. This focus is essential to reducing instructional time lost due to behavioral concerns,

increasing student engagement, and decreasing office referrals and suspensions.

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 will decrease from 62 in 25-26 to 30 or less in 26-27. The number of infractions will decrease from 469 in 25-26 to 200 or less in 26-27.

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.

This area of focus will be monitored by the SBLT during monthly behavior meetings. This will impact scholar achievement as the team meets to determine necessary behavior interventions and supports, which will improve the quality of the learning environment and increase scholar engagement.

Person responsible for monitoring outcome

Vickie Graham

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:

The MTSS framework + PBIS will be applied to consistently and systematically utilize appropriate behavior interventions and supports.

Rationale:

The 4-step problem solving process used to implement the MTSS framework will ensure the behavioral needs of all scholars are being met. It also ensures that the appropriate and necessary resources are utilized.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Monthly SBLT behavior meetings will focus on using the 4-step problem solving process to work through the MTSS framework and provide necessary interventions/supports to scholars not meeting Tier 1 expectations.

Rationale:

Positive learning environments strengthen student relationships and create a supportive experience where students feel connected and motivated to succeed.

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

Mandt professional development with staff in relational strategies.

Person Monitoring:

Vickie Graham

By When/Frequency:

July 22, 2026, Ongoing

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

Professional development focused on relationship-building, PBIS, and evidence-based behavior strategies is essential to strengthening Tier 1 supports and improving schoolwide outcomes. Building staff capacity to foster positive relationships, establish consistent behavioral expectations, and implement proactive interventions will promote increased student engagement, reduce behavioral disruptions, and maximize instructional time. These efforts will contribute to a positive school culture and climate while supporting improved academic and behavioral outcomes for all students.

Action Step #2

PBIS Walkthroughs

Person Monitoring:

Vickie Graham

By When/Frequency:

Quarterly

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

The impact of PBIS walkthroughs will be monitored through regular classroom observation data, fidelity checklists, and feedback provided to teachers. Administration will analyze trends in office discipline referrals, classroom behavior data, and time out of instruction to determine the effectiveness of PBIS implementation. Walkthrough findings will be reviewed during leadership and PLC meetings to identify strengths, address areas for improvement, and provide targeted coaching and professional development. Progress will be monitored throughout the year to ensure consistent implementation and continuous improvement of Tier 1 behavior supports.

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.

Woodlawn Elementary utilizes the following methods to disseminate the SIP:

School Website <https://www.pcsb.org/woodlawn-es>

FOCUS correspondence to families

School FB page

SAC / Title I Annual Meetings

Parent Station in front office

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)).

Woodlawn's PFEP can be found on our school website <https://www.pcsb.org/woodlawn-es>

Woodlawn Elementary's Compact also serves as a method of communication of success criteria and collaboration between school and home, but also, progress monitoring.

We will provide families with resources, academic workshops, learning activities, and regular communication to reinforce learning at home.

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)).

For this upcoming year, we will have a full-time MTSS/Literacy Coach and part-time curriculum specialist, which will allow for classroom support, co-teaching, and modeling of strategies. Furthermore, we will provide professional development, curriculum resources for intervention and tutoring, meals for families, and resources to send home with families to support academic progress.

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)).

Woodlawn Elementary collaborates with Title I, and various community agencies, and early learning partners to align resources that support student achievement and family well-being. Family engagement activities are designed to complement school improvement efforts and connect families with available educational, health, social, and community resources to meet the diverse needs of our students.

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