

Pinellas County Schools

OLDSMAR ELEMENTARY SCHOOL



2025-26 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 of Oldsmar Elementary is to provide a safe learning environment, while educating and inspiring each student to reach their maximum potential and become lifelong learners and responsible citizens.

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

Gregory Logan

logang@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional and Operational Leader

Leadership Team Member #2

Employee's Name

Shawn Saunders

saundersch@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional and Operational Leader

Leadership Team Member #3

Employee's Name

Deborah Manning

manningde@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Behavioral & Academic Support

Leadership Team Member #4

Employee's Name

Janelle Willet

Willetjtj@pcsb.org

Position Title

Psychologist

Job Duties and Responsibilities

Behavioral & Academic Support

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.

A committee of teachers was established to draft the School Improvement Plan (SIP). Once completed, the School Advisory Council (SAC) will review the plan and provide recommendations or

approval.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Leadership Team will monitor the impact on student achievement through monthly SBLT meetings and ongoing PLC discussions. The plan will be updated as needed based on data collection and analysis.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	38	66	72	71	75	61	0	0	0	383
Absent 10% or more school days	0	16	17	8	10	13	0	0	0	64
One or more suspensions	0	0	0	2	2	2	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	1	0	1	0	0	0	2
Course failure in Math	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide ELA assessment	0	3	22	18	7	0	0	0	0	50
Level 1 on statewide Math assessment	0	5	16	16	3	7	0	0	0	47
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	2	8	3	1	0	0	0	0	14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	12	5	1	0	0	0	0	22

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	6	5	3	8	0	0	0	24

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		19	11	18	17	14				79
One or more suspensions		1				1				2
Course failure in English Language Arts (ELA)				3	5	1				9
Course failure in Math				3	3					6
Level 1 on statewide ELA assessment				6	6	5				17
Level 1 on statewide Math assessment				2	5	12				19
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			9	3						12
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	74	64	59	67	61	57	59	54	53
Grade 3 ELA Achievement	69	67	59	69	63	58	64	54	53
ELA Learning Gains	71	62	60	69	64	60			
ELA Lowest 25th Percentile	63	59	56	61	62	57			
Math Achievement*	74	69	64	68	66	62	69	61	59
Math Learning Gains	63	67	63	55	68	62			
Math Lowest 25th Percentile	57	56	51	50	58	52			
Science Achievement	79	70	58	73	69	57	67	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	67	63	72	65	61	53	64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	603
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	65%	62%	58%	44%		65%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	63%	No		
Asian Students	100%	No		
Black/African American Students	55%	No		
Hispanic Students	60%	No		
Multiracial Students	79%	No		
White Students	69%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	74%	69%	71%	63%	74%	63%	57%	79%					53%
Students With Disabilities	30%		55%	62%	50%	36%	27%	55%					
English Language Learners	56%				81%								53%
Asian Students	100%				100%								
Black/African American Students	56%		55%		44%	64%							
Hispanic Students	60%	38%	70%		74%	60%		74%					42%
Multiracial Students	88%				69%								
White Students	76%	75%	73%	59%	76%	60%	50%	80%					
Economically Disadvantaged Students	66%	59%	69%	74%	64%	60%	65%	68%					60%
07/2025													

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	67%	69%	69%	61%	68%	55%	50%	73%					72%
Students With Disabilities	37%	45%	43%	39%	42%	50%	44%	53%					
English Language Learners	54%		70%		62%	60%							72%
Asian Students	92%				100%								
Black/African American Students	52%		71%		43%	43%							
Hispanic Students	65%	57%	69%		72%	59%		86%					60%
Multiracial Students	100%				100%								
White Students	64%	71%	64%	56%	65%	54%	46%	70%					
Economically Disadvantaged Students	64%	58%	69%	61%	62%	57%	50%	72%					69%

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	64%			69%			67%					53%
Students With Disabilities	22%				31%			25%					
English Language Learners	47%				60%								53%
Asian Students	70%				100%								
Black/African American Students	52%				48%								
Hispanic Students	62%	73%			62%			55%					40%
Multiracial Students	80%				80%								
White Students	56%	60%			71%			72%					
Economically Disadvantaged Students	55%	68%			63%			51%					62%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	69%	65%	4%	57%	12%
ELA	4	71%	62%	9%	56%	15%
ELA	5	73%	61%	12%	56%	17%
Math	3	79%	68%	11%	63%	16%
Math	4	74%	68%	6%	62%	12%
Math	5	65%	65%	0%	57%	8%
Science	5	76%	67%	9%	55%	21%

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?

All three core content areas saw significant growth scoring 74% ELA, 74% Math and 79% Science. Key actions focused on focused interventions in small groups and fluid groups based on student need.

Lowest Performance

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

Lowest performing area was 3rd grade ELA proficiency. They scored 69%, same as 23-24 school year. There appears to be a disconnect between the transition from 2nd-3rd grade depth of knowledge.

Greatest Decline

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

The data point showing the most significant decline from the previous year was the math learning gains among economically disadvantaged students in the lowest 25%. In the 2023–24 school year, 44% of these students made learning gains, compared to only 27% in the 2024–25 school year. One key factor contributing to the decline in math learning gains among economically disadvantaged students in the lowest 25% was the reduced effectiveness of Tiered Interventions.

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.

We performed above the state average in both Math and ELA proficiency. However, when comparing specific subgroups and performance components to the Florida state average, the greatest gap appears in the learning gains of the lowest 25% of students in Math. A contributing factor is the presence of foundational math skill gaps. Students in the lowest quartile often enter with limited mastery of basic concepts. Without timely and targeted remediation, these gaps tend to widen over time, making it increasingly difficult for students to keep pace and demonstrate growth in upper grade

levels.

EWS Areas of Concern

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

SWD and Black student proficiency continue to be an area of concern.

Highest Priorities

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

SWD proficiency/gains, Black Students proficiency/gains, collaborative planning, focused interventions

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.

Our data indicates that continued growth is necessary, with the current proficiency rate at 74% on the 2025 FAST assessment.

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.

Math and ELA demonstrated the lowest performance, with proficiency rates at 74%, reflecting a 7% increase from the previous year. Contributing factors include the absence of structured intervention processes and the ongoing implementation of the BEST standards. By Spring 2026, the goal is for over 85% of students to achieve a score of 3 or higher on the state assessment. We will advance thinking through writing about reading and across the content areas and grade-levels.

Monitoring

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

The Instructional Leadership Team will monitor progress using benchmark assessments, FAST data, and daily walkthroughs of core instruction and intervention times.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Human resources will be strategically leveraged to strengthen rigorous, culturally responsive, standards-based instruction. Through collaborative and facilitated planning with the MTSS coach, interventionists, and specialists, teachers will deliver high-quality lessons aligned to academic standards. A structured intervention process will address targeted student needs. ELA instruction will integrate science and social studies benchmarks to foster interdisciplinary learning. To support comprehension, essential prior knowledge will be identified and explicitly taught before introducing grade-level benchmarks. Instructional practices will be grounded in the PCS 5 Essentials, including 'Cognitive Engagement with Content and Write to Learn. Teachers will guide students in using writing for a variety of purposes (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence.

Rationale:

Teachers must be equipped with the tools and knowledge to identify each scholar's strengths and areas for growth. They also need the instructional expertise to support student progress in both language comprehension and word recognition. Writing is one of the most powerful instructional tools available. Research consistently shows that writing, thinking, and reading are deeply interconnected—with writing serving as the key to unlocking the other two. Studies have demonstrated that when students write about the texts they read and the content they learn—not only in ELA, but also in science, social studies, and math—their reading comprehension and overall learning improve significantly. This practice, known as retrieval practice in cognitive science, helps students solidify knowledge in their long-term memory. Teaching students to write about what they read and learn is essentially teaching them to think critically. In fact, writing about content can yield greater learning gains than more commonly used strategies such as discussion, projects, or group work.

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

Alignment with the rigor of the standards and benchmarks

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026/ Weekly

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

Teachers and administrators ensure that all students consistently engage with complex, grade-level content and tasks that align with the rigor of the standards and benchmarks.

Action Step #2

Monitoring

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 /Weekly

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

Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Action Step #3

Instruction

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / Weekly

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

Provide clear, direct, and explicit instruction in writing.

Area of Focus #2

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.

State assessment data collected from the 2024-2025 school year 79% of students performed at or above grade level, this still leaves Students are entering grade-level science instruction without the necessary background knowledge, which hinders their ability to engage with new content.

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.

Science proficiency will increase from 79% to 85%, as measured by state assessments.

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 by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed staff at PLCs. Lesson plans will be monitored by the leadership team to ensure instruction is intentional.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Vertical alignment and scaffolded instruction that builds on prior learning will be provided daily in science. Students receive daily, structured support that builds their understanding incrementally, including those who need additional time or alternative strategies to master content.

Rationale:

Vertical alignment and scaffolded instruction approach ensures that instruction is coherent across grade levels, helping students make connections between what they've learned and what they are currently learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****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

Structures for Planning/PLCs

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Monthly

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

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction. Continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #3**

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.

Our data indicates that continued growth is necessary, with the current proficiency rate at 69% on the 2025 FAST 3rd grade assessment.

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.

Third grade ELA demonstrated proficiency rates at 69% for 2024-2025, and the same proficiency from the previous year. Contributing factors include the absence of structured intervention processes and the ongoing implementation of the BEST standards. By Spring 2026, the goal is for over 85% of students to achieve a score of 3 or higher on the state assessment. We will advance thinking through writing about reading and across the content areas and grade-levels.

Monitoring

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

The Instructional Leadership Team will monitor progress using benchmark assessments, FAST data, and daily walkthroughs of core instruction and intervention times.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Human resources will be strategically leveraged to strengthen rigorous, culturally responsive, standards-based instruction. Through collaborative and facilitated planning with the MTSS coach, interventionists, and specialists, teachers will deliver high-quality lessons aligned to academic standards. A structured intervention process will address targeted student needs.

Rationale:

Teachers must be equipped with the tools and knowledge to identify each scholar's strengths and areas for growth. They also need the instructional expertise to support student progress in both language comprehension and word recognition. Writing is one of the most powerful instructional tools

available. Research consistently shows that writing, thinking, and reading are deeply interconnected—with writing serving as the key to unlocking the other two. Studies have demonstrated that when students write about the texts they read and the content they learn—not only in ELA, but also in science, social studies, and math—their reading comprehension and overall learning improve significantly. This practice, known as retrieval practice in cognitive science, helps students solidify knowledge in their long-term memory. Teaching students to write about what they read and learn is essentially teaching them to think critically. In fact, writing about content can yield greater learning gains than more commonly used strategies such as discussion, projects, or group work.

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

Writing to Monitor

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / weekly

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

Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

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.

Black students have consistently performed below proficiency benchmarks in both ELA and math over the past two years, which significantly impacts their learning outcomes. With ELA proficiency at 56% in 2024–2025 and 52% in 2023–2024, nearly half of these students are not reading and comprehending at grade level, limiting their ability to access content across all subject areas. In math, proficiency rates of 44% in 2024–2025 and 43% in 2023–2024 indicate that more than half are struggling with foundational skills, which can hinder their success in higher-level math. A key contributing factor is the lack of consistent small group instruction across grade levels, which means students are not receiving the targeted, differentiated support needed to close learning 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.

Black students' proficiency in content areas will increase by 10% as measured by state assessments.

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 by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with staff at weekly PLCs. (FAST PM1 and PM2 assessments as well as, district module assessments and other classroom assessments.) Lesson plans will be monitored by the leadership team and coaches to ensure small instruction is intentional.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Differentiated instruction will be provided daily in all content areas

Rationale:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom to ensure all students are being taught at their level.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement High-yield Strategies

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / weekly

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

step:

Implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction

Action Step #2

Data-Driven Structure

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / Weekly

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

Establish a data-driven structure to identify and support level 2 students through targeted instruction incorporating the achievement level descriptors to improve student outcomes

Action Step #3

Responsive Strategies to Build Confidence and Engagement

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / Weekly

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

Calling on all students by name to ensure opportunities to respond Providing specific, meaningful praise tied to effort and growth

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.

We will strategically implement the Pinellas Early Literacy Initiative in VPK–2 classrooms by ensuring equitable access to resources, instructional supports, and professional development.

Key Priorities:

- Deliver print-rich, explicit, and differentiated instruction.
- Teach decoding, word analysis, fluency, and comprehension strategies.
- Provide daily opportunities for connected text reading.
- Increase oral language and vocabulary instruction.
- Conduct timely data chats to guide instruction.

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

We will intentionally deepen our understanding of the Pinellas Early Literacy Initiative, with a targeted focus on VPK–2 classrooms. This initiative promotes equitable access to resources, including instructional support, site-based professional development, and consistent cycles of coaching and feedback.

Our goal is to strengthen instruction in essential areas such as oral language development, vocabulary acquisition, data-informed small group instruction, and building a strong core learning environment. Data from the previous year revealed gaps in early literacy skills, underscoring the need for a solid foundation to support future academic success.

By addressing these needs, we aim to elevate student engagement and improve achievement in reading and ELA starting from the earliest grade levels.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

Last year, 87% of students in grades K-2 scored at or above a Level 3 on the PM3 STAR assessment. We aim to improve the performance of first-grade students from 51% to 80%.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

The strategic use of timely data will enable educators to deliver targeted instruction and interventions that address specific student needs. Through consistent monitoring—using benchmark assessments, FAST data, and daily walkthroughs—the Instructional Leadership Team will ensure fidelity to core instructional practices. This focused approach will foster greater student engagement and support the development of essential literacy skills, ultimately leading to improved reading achievement across VPK–2 classrooms.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Instruction will be print-rich, explicit, systematic, and scaffolded to meet the diverse needs of learners.

Students will be taught to decode words, analyze word parts, and recognize words with increasing accuracy and fluency. Instruction will reinforce foundational skills in alphabetics, fluency, and vocabulary, while also expanding students' oral language abilities. Teachers will explicitly model and teach reading comprehension strategies, ensuring students understand how and when to apply them. Daily engagement with connected text will be prioritized to strengthen reading accuracy, fluency, and overall comprehension.

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 (alphabetics), 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

Implementing the Pinellas Early Literacy Initiative

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / Weekly

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

School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2.

Action Step #2

Meeting regularly to analyze data

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2026 / Weekly

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

School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.

Area of Focus #6

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

specifically relating to**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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome**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:**Rationale:****Tier of Evidence-based Intervention:****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**Person Monitoring:****By When/Frequency:**

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

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.

Cultivating a positive school environment that has a focus on PBIS and guidelines for success.

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.

No Answer Entered

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 take place through admin walk throughs, check-ins and Tier 2 progress monitoring. In addition, MTTs Behavior discussions, PBIS Rewards System and monthly behavior data review

Person responsible for monitoring outcome

School Based Leadership Team

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:

Engaging students, staff, and families in important decision-making processes. Creating consistent and predictable environments where expectations are explicit so that the whole school community knows how to be successful.

Rationale:

Involving all stakeholders in decision making processes builds ownership and fosters strong community culture. Creating predictable environments with consistent expectations promotes success and routine.

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

Behavioral Interventions

Person Monitoring:
Principal and Assitant Principal

By When/Frequency:
May 2026 / Weekly

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

We will strengthen the implementation of Tier I, II, and III behavioral interventions to more effectively support both students and staff. MTSS teams will convene bimonthly to review and discuss students receiving Tier II and III supports. In addition, the administrative team will meet monthly to identify behavioral trends and develop proactive solutions. Our School-Based Leadership Team (SBLT) will assist teachers in applying school-wide Tier I PBIS strategies and provide targeted support to those facing classroom management challenges, as identified through behavioral data. We will also continue our collaboration with community partners to address and remove barriers that impact student behavior and success.

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.

https://www.pcsb.org/cms/lib/FL01903687/Centricity//Domain/218/SIP_2024-25_52-Pinellas_2961-Oldsmar_Elementary_School.pdf

As a Title 1 School, this information is in the Communication and/or Accessibility sections of the Parent & Family Engagement Plan (PFEP) describing the sharing of the SWP. We also communicate through the following:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.
- **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

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)).

In addition to the PFEP, located at our school website, <https://www.pcsb.org/oldsmar-es>, we also have a compact we use with families at the first family event. This compact includes all the ways that the teacher, the student, and the family will work together to meet the needs of the child. All members sign the compact. The compact is revisited with the parent/child/teacher after each major cycle of testing. We hold a few family engagement events each year where we foster relationships with families by showing parents how they can work with their child academically and so we can keep communication open throughout the school year. We also build positive relationships through the following:

- **Offering Parent Workshops and Academic Coaching:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. New this year is our Academic Coaching Program for targeted home learning support.
- **Sharing Monthly Communications:** The *Falcon Family Connect* digital newsletter offers academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTA:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

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)).

Oldsmar Elementary School believes in involving parents in all aspects of its Title I programs; therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (nonemployee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan is developed in conjunction with school committee, SAC and PTA representation. In addition, Oldsmar Elementary has partnered with the Y Reads Program this year. This program will be a key component in leveraging academic support at home, as they extend educational interventions beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls.

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)).

Student services work with students providing social interaction groups in addition to peer modeling groups.

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)).

PBIS goals and plan that is rooted in positive behavior and teaching the guidelines for success.

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)).

Youth Mental Health and Awareness & Trauma Informed Care

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)).

Students in our VPK and PK program are exposed to the PBIS practices of our school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00