WOODLAWN 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 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
Hieu Nguyen

nguyenhi@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name
Maegan Caldwell

maeganc@pcsb.org

Position Title
MTSS 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 #4

Employee's Name
Brittney Shepherd

shepherdbr@pcsb.org

Position Title
Math Coach

Job Duties and Responsibilities

The Math 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.

Leadership Team Member #5

Employee's Name
Julie Essom

essomj@pcsb.org

Position Title
K-2 Literacy Coach PELI

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 2024-2025 school year (parents, staff & students)
*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)).

Besides 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

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	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: C** **2022-23: D** **2021-22: D** **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	20	26	30	43	32	36	0	0	0	187
Absent 10% or more school days	1	5	9	10	12	6	0	0	0	43
One or more suspensions	0	1	2	2	7	3	0	0	0	15
Course failure in English Language Arts (ELA)	0	0	0	1	3	0	0	0	0	4
Course failure in Math	0	0	0	0	1	2	0	0	0	3
Level 1 on statewide ELA assessment	0	2	6	13	9	8	0	0	0	38
Level 1 on statewide Math assessment	1	4	8	10	7	5	0	0	0	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)	0	2	3	3	1	0	0	0	0	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	0	0	0	0	20

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	1	2	5	8	12	9	0	0	0	37

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	1	2	1	3	0	0	0	0	0	7
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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		15	17	12	6	8				58
One or more suspensions		2	1	1	1	2				7
Course failure in English Language Arts (ELA)				2						2
Course failure in Math				1	1					2
Level 1 on statewide ELA assessment				10	4	7				21
Level 1 on statewide Math assessment				8	7	8				23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	10	21						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	3	10	17	14					48

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			2	9	4	6				21

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		1		4						5
Students retained two or more times				3	1					4

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	64	59	33	61	57	33	54	53
Grade 3 ELA Achievement	38	67	59	26	63	58	59	54	53
ELA Learning Gains	53	62	60	58	64	60			
ELA Lowest 25th Percentile	57	59	56	75	62	57			
Math Achievement*	63	69	64	43	66	62	30	61	59
Math Learning Gains	76	67	63	70	68	62			
Math Lowest 25th Percentile	85	56	51	69	58	52			
Science Achievement	65	70	58	43	69	57	32	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	47	67	63	75	65	61	57	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)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	527
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	55%	42%	36%	39%		50%

* 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	32%	Yes	4	
English Language Learners	62%	No		
Black/African American Students	39%	Yes	4	
Hispanic Students	67%	No		
White Students	69%	No		
Economically Disadvantaged Students	57%	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	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%

Pinellas WOODLAWN ELEMENTARY SCHOOL 2025-26 SIP

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%					

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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	33%	59%			30%			32%					57%
Students With Disabilities	8%				4%								
English Language Learners													57%
Black/African American Students	24%	62%			24%			18%					
Hispanic Students	21%				21%								60%
White Students	45%				41%								
Economically Disadvantaged Students	34%	58%			22%			32%					45%

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	36%	65%	-29%	57%	-21%
ELA	4	51%	62%	-11%	56%	-5%
ELA	5	43%	61%	-18%	56%	-13%
Math	3	48%	68%	-20%	63%	-15%
Math	4	77%	68%	9%	62%	15%
Math	5	43%	65%	-22%	57%	-14%
Science	5	54%	67%	-13%	55%	-1%

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?

Science was the data component that showed the most improvement. The science increased from 40% proficient (2023-2024) to 65% proficient (2024-2025) school year.

New Actions:
*Attending weekly planning sessions with TZ Science Coach
*Reviewing science assessment data *Remediated previous taught benchmarks
*Providing nature of science and hands-on experiences
*After-school Science-in-a-Snap club
*Collaboration with other school's fifth grade science teacher and coach
*Peer observations
*Attending science professional development

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 ELA with 43% proficiency.

Contributing Factors:
*Ineffective core instruction due to lack of benchmark/content and pedagogical knowledge
*Insufficient instructional coaching support (no site-based coach)
*Unstable classroom environment
*Mid-year teacher turnover
*Lack of foundational skills

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 ELA.

Contributing Factors:
 *Ineffective core instruction due to lack of benchmark/content and pedagogical knowledge
*Insufficient instructional coaching support (no site-based coach)
*Unstable classroom environment
*Mid-year teacher turnover
*Lack of foundational skills

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state average was ELA, with the state at 57% and Woodlawn at 43%.

Contributing Factors:
*Ineffective core instruction due to lack of benchmark/content and pedagogical knowledge
*Insufficient instructional coaching support (no site-based coach)
 *Unstable classroom environment
*Mid-year teacher turnover
*Lack of foundational skills

EWS Areas of Concern

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

 1. Decreasing the number of scholars scoring a level 1 on FAST Math (currently 17)
2. Decreasing the number of scholars scoring a level 1 on FAST ELA (currently 25)
3. Decreasing the number of scholars with less than 90% attendance (currently 81)

Highest Priorities

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

 1. Increasing proficiency in all contents
2. Refining level of supports and interventions for behavior
3. Increasing actions and activities that will have a positive impact on culture and climate
4. Increasing scholar agency

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 Benchmark-aligned instruction

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 chosen to support the increase of scholar proficiency in all content areas. Scholar engagement in benchmark-aligned instruction was identified as a crucial need based on classroom walkthrough data and STAR/FAST data. When scholar engagement is higher, achievement data improves. The goal is to ensure scholars are authentically engaged in content and are working beyond compliance.

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 43% proficient to 53% as measured by the PM3 FAST Test. Grade 3 proficiency will increase from 38% to 50% as measured by the PM3 FAST. The percent of scholars achieving Mathematics proficiency will increase from 63% to 70% as measured by the PM3 FAST. Our level of proficiency for Science was 65% proficient on the Florida Statewide Science Assessment. We expect our level to increase to 70% by May 2026.

Monitoring

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

The benchmark-aligned instruction area of focus will be monitored using the school-created instructional walkthrough tool, "Basic 5 Observation Tool", district common assessment data, STAR/FAST data, progress monitoring data, ELFAC, and running records.

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 professional development for Advancement Via Individual Determination (AVID), and Get Better Faster/Teach Like a Champion strategies. We will use coaching cycles and continuous cycles of improvement to guide this work.

Rationale:
AVID is a framework designed to close the opportunity gap by preparing all scholars for college and career readiness and success in a global society. The Get Better Faster book is focused on developing and training teachers with the goal of them becoming high functioning within 90 days. The book utilizes Teach Like a Champion strategies in a scope and sequence to maximize effectiveness. Continued supports directly supports schools and districts build leadership and life skills in scholars and staff members, create high-trust culture, and accelerate academic achievement.

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

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

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

Action Step #1
Coaching and feedback (continuous cycles of improvement)

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:
Coaching and feedback will be provided throughout the year using continuous cycles of improvement. We will monitor the impact of this action through classroom walkthroughs using our school tool to determine evidence of instructional look-for's and scholar engagement, and by analyzing scholar data.

Action Step #2
Walkthroughs using "Basic 5 Observation Tool"

Person Monitoring:	**By When/Frequency:**
Maegan Caldwell	Ongoing/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Members of the leadership team will conduct walkthroughs using the "Basic 5 Observation Tool", which measures the ratio of positive to negative interactions, the number of opportunities to respond, the number of disruptions, and on-task behavior. Trends will be analyzed in SBLT behavior meetings, staff meetings, data chats/Professional Learning Communities. Additional coaching will take place as needed based on this data.

Action Step #3
Professional Development

Person Monitoring:	**By When/Frequency:**
Hieu Nguyen	ongoing/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development will be provided to staff in order to increase scholar engagement and student agency. For AVID, we have calendared out a WICOR strategy of the month for each month of the year, which will guide the monthly AVID PD sessions, starting with organization. The impact will be observed in classroom walkthroughs, the number of scholars setting and celebrating goals and collecting AVID evidence.

Area of Focus #2

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/African American student performance is not reaching proficiency at or above the expectation of ESSA. In ELA, proficiency was 20%, math was 46%, and science was 20%. This displays a 23% difference between this subgroup and overall school achievement in ELA, a 17% difference in Math, and a 45% difference in Science.

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 to at least 42% of the scholars in this subgroup scoring at a level 3 and above on FAST for the 2025-26 school year.

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 standards-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?

Yes

Action Steps to Implement:

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

Action Step #1
Professional Development

Person Monitoring:	**By When/Frequency:**
Hieu Nguyen	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:	**By When/Frequency:**
Maegan Caldwell	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.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), Multiracial Students (MUL), Economically Disadvantaged Students (FRL)

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.

SWD, Black/African American, Multiracial, and Economically Disadvantaged students are performing below the ESSA expectation of 42% proficiency, indicating a crucial need for improvement.

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.

Current Data:

Black/African American ELA Proficiency: 20%;

Math Proficiency: 46%;

Science Proficiency: 20%

Multi-Racial ELA Proficiency: 50%;

Math Proficiency: 88%;

Science Proficiency: 100 %

SWD ELA Proficiency: 21%;

Math Proficiency: 21 %;

Science Proficiency 10%

Economically Disadvantaged ELA Proficiency: 41%;

 Math Proficiency: 58%;

 Science Proficiency: 50%

The percent of scholars achieving proficiency will increase to at least 42% of the scholars in these subgroups scoring at a level 3 and above on FAST for the 2025-26 school year.

Monitoring

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

 SBLT will monitor data scholar progress utilizing District and State Assessments. Teachers will utilize data in performance matters from standards-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?
Yes

Action Steps to Implement:

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

Action Step #1
Professional Development

Person Monitoring:	**By When/Frequency:**
Hieu Nguyen	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:	**By When/Frequency:**
Maegan Caldwell	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.

Area of Focus #4

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 focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

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

Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving scholar outcomes.

Grades K-2: Measurable Outcome(s)

Kindergarten 60%
First grade 62%
Second grade had 47%

Seventy percent of K-2 scholars will demonstrate proficiency as measured by the 2025-2026 STAR Reading Assessment.

Grades 3-5: Measurable Outcome(s)

Third grade had 38% scored a level 3 or higher on FAST.
Fourth grade had 46% scored a level 3 or higher on FAST.
Fifth grade had 46% scored a level 3 or higher on FAST.

Fifty-four percent or more third and fifth graders will score a level 3 or higher on the PM3 2025-2026 FAST test.

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.

Teachers will utilize data in performance matters from standards-based assessments to tract scholar's progress.

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:
o Provides print-rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and 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?
Yes

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

Action Step #1
Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Hieu Nguyen	ongoing/monthly

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. • School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2. • Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T. ELA benchmarks. • Guide and support professional learning that

emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. • School Literacy Leadership Team plans family reading nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

Action Step #2
Literacy Coaching

Person Monitoring: **By When/Frequency:**
Hieu Nguyen   ongoing/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes. • Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. • Literacy coaches support and train teachers to administer assessments, analyze data, and use data to differentiate instruction.

Action Step #3
Professional Learning

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:
• Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. • School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment using materials created by the University of Florida Lastinger Center. • School-based teams provide teachers with training that integrates the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. • School-based teams provide training on the reciprocal relationship between oral language, collaborative discussion, and writing to deepen teachers' understanding of discussion and writing as tools for organizing thinking, making cross-curricular connections, and understanding complex academic content.

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 focusing on our PBIS practices, we can refine our level of supports and interventions for behavior and increase actions and activities that will have a positive impact on culture and climate. This has been identified as a crucial need in order to decrease time spent out of class/off task due to behavior and decrease referrals/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 95 in 24-25 to 40 or less in 25-26. The number of infractions will decrease from 392 in 24-25 to 200 or less in 25-26.

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
Hieu Nguyen

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?
Yes

Action Steps to Implement:

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

Action Step #1
SBLT Meetings

Person Monitoring: **By When/Frequency:**
Maegan Caldwell   ongoing/monthly

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

Action Step #2
STOIC/PBIS Walkthroughs

Person Monitoring: **By When/Frequency:**
Hieu Nguyen   ongoing/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
STOIC/PBIS walkthroughs will be conducted each quarter to ensure fidelity of PBIS Tier 1 expectations.

Action Step #3
Book Study

Person Monitoring: **By When/Frequency:**
Hieu Nguyen   ongoing/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Energy Bus by John Gorden Writing Revolution 2.0 by Judith C. Hochman and Natalie Wexler The joyful teacher by Berit Gordon

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
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.

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 plan to have a full-time coaches (ELA, math, MTSS), which will allow for increased classroom support, co-teaching, and modeling of strategies. It will also allow for a more individualized approach for teachers based on their needs. This past year, we had teachers tiered, but next year, we will be more intentional about the level of support for each tier. Lesson rehearsal and data analysis in planning will continue. Furthermore, we will provide additional paid collaborative planning and data analysis time, additional paid professional development, curriculum resources for intervention and tutoring, meals for families, resources to send home with families, paid professional development for family engagement, and our Title 1 Support Assistant 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)).

Not appropriate or applicable

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)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation

fidelity; and student outcomes.

The **Title I Support Assistant** is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documentation relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

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)).

Title I funds continue to support the full-day Voluntary Prekindergarten (VPK) program for 4-year-olds at select elementary schools, allowing the district to provide a strong foundation in early learning prior to kindergarten. This year-long program promotes school readiness and sets the stage for future academic success. It also supports a smooth transition into kindergarten for both scholars and families, who become familiar with school personnel, routines, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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.

Woodlawn is a transformation school within Pinellas County Schools. Transformation schools communicate the needs for resources during COMPSTAT data meetings with leadership, immediately after content cycle testing, and during monitoring of School Improvement goals.

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).

Specific resources used this year will include:
- Instructional Coaches: MTSS and Math support planning, lesson delivery and data analysis.
- Content notebooks for scholars to organize notes and independent practice to demonstrate understanding of the task.
- Promise Time tutoring for reinforcement of benchmarks taught during the school day.
- LED Learning boards for small group and independent practice

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** |

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