

Seminole County Public Schools

WOODLANDS 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

Woodlands Elementary's mission is to ensure that all students receive a high-quality education that includes rigorous instruction, a safe learning environment, and allows students to acquire the skills and knowledge to become productive citizens that lead by example.

Provide the school's vision statement

The vision of Woodlands Elementary is to provide a safe environment where all students can develop a positive self-concept, a broad knowledge base, responsible behavior, and a lifelong desire for learning. Through a variety of teaching methods, techniques, and open communication between home, school, and community, we will develop the individual maximum potential of every student.

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

Cathy Lambert

mary_lambert@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for establishing and overseeing a school environment focused on student learning and achievement. Key duties include setting the direction for school learning and monitoring evidence of student success, ensuring continuous improvement through the cycles of effective instruction and acceleration, and monitoring the effectiveness of Professional Learning Communities

(PLCs). Additionally, the principal oversees the progress monitoring of all students, recruits and retains a diverse and effective staff, manages student class placements and scheduling, ensures staff certification compliance, and manages the school budget and daily operations. The principal is also responsible for the overall safety of the school building, maintaining a safe environment for all stakeholders, and collaborating and communicating with them to ensure that all students are successful.

Leadership Team Member #2

Employee's Name

Julianne Keating

keatinje@myscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the school's mission and vision by monitoring the effectiveness of Professional Learning Communities (PLCs), progress monitoring of all students and subgroups, and the accuracy of report cards and progress reports. They oversee student behavior, manage scheduling, and supervise and manage staff. The assistant principal also fosters community relationships, collaborates with all stakeholders, and ensures the fidelity of BEST standards through regular classroom walkthroughs. Additionally, she works collaboratively with the principal to ensure the safety of all stakeholders, create community connections, and enhance stakeholder collaboration.

Leadership Team Member #3

Employee's Name

Michelle Dapore

michelle_dapore@scps.k12.fl.us

Position Title

SAM

Job Duties and Responsibilities

The School Administration Manager supports the school's mission and vision by overseeing the progress monitoring of all students and managing school facilities. They coordinate professional development, conduct safety drills, and maintain schoolwide documents. Additional responsibilities include managing inventory, overseeing dividends, handling textbooks, creating schedules, and serving as the testing coordinator. Additionally, she works collaboratively with the principal to ensure

the safety of all stakeholders, create community connections, and enhance stakeholder collaboration.

Leadership Team Member #4

Employee's Name

Brittany Shivers

brittany_shivers@scps.k12.fl.us

Position Title

Certified School Counselor

Job Duties and Responsibilities

The school counselor provides comprehensive support by counseling students, delivering classroom guidance lessons, and conducting crisis interventions. She engages in consultation, assessment, and evaluation to address student needs, offering parent and family support and conducting community outreach. The counselor collaborates with parents, student support services, and staff to problem-solve for students (SST), and supports Multi-Tiered System of Supports (MTSS) interventions.

Leadership Team Member #5

Employee's Name

Sasha Velazquez

velazqsz@scps.k12.fl.us

Position Title

Reading Coach

Job Duties and Responsibilities

The reading coach focuses on instructional modeling and coaching, providing reading intervention and supporting the Multi-Tiered System of Supports (MTSS). They actively participate in Professional Learning Communities (PLCs) and work as curriculum specialists. Key responsibilities include data analysis, maintaining a data wall, leading data meetings, and conducting professional development. They also hold parent conferences, coordinate with district curriculum contacts, assist with lesson planning, and contribute to problem-solving and school improvement efforts, serving on the Leadership Team.

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.

We begin by identifying all relevant stakeholders who have a vested interest in the school's success and meet to gather input. The School Improvement Plan is shared with the school leadership team, SAC, and/or PTA members. Suggestions are taken, and stakeholders have the opportunity to add their input and recommendations where possible. We identify strengths of the school community and areas needing improvement, then determine key priorities based on the input received from stakeholders. Once input is gathered, we analyze the data collected from stakeholders, looking for common themes and areas of consensus among stakeholders. We collaboratively set realistic and measurable goals that align with the school's mission and vision.

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)).

We will regularly collect academic data such as standardized test scores, formative and summative assessment results, and attendance records, and identify progress indicators aligned to academic standards and SIP goals. We will hold weekly meetings of the leadership team to review progress against established indicators. Based on data analysis, the team will determine which strategies are working well and which need adjustment. The Principal will allocate resources effectively to support successful strategies, and the team will determine any necessary changes to those that are less effective to increase student achievement. We will maintain an open feedback loop with stakeholders to continuously refine the SIP based on the changing needs of our students.

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	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	36.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 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	88	104	127	138	134	118	0	0	0	709
Absent 10% or more school days	1	6	7	9	9	16				48
One or more suspensions	1	3	5	2	7	7				25
Course failure in English Language Arts (ELA)	0	5	31	4	3	3				46
Course failure in Math	0	7	25	6	4	2				44
Level 1 on statewide ELA assessment	0	2	14	8	4	6				34
Level 1 on statewide Math assessment	0	2	8	11	2	7				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	1	16	0				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	0	2	0	0				3

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	6	29	9	8	5				57

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	4	4	1	0	0				10
Students retained two or more times	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	1	18	32	28	37	40				156
One or more suspensions		1	1		2	3				7
Course failure in English Language Arts (ELA)	1	4	16	2						23
Course failure in Math	1	2	8			2				13
Level 1 on statewide ELA assessment					4	6				10
Level 1 on statewide Math assessment					5	6				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	14						15
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	2	7	1	8	9				28

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	2	4	4	1						11
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*	80	68	59	83	66	57	72	61	53
Grade 3 ELA Achievement	80	71	59	83	69	58	78	62	53
ELA Learning Gains	64	63	60	76	62	60			
ELA Lowest 25th Percentile	65	56	56	77	55	57			
Math Achievement*	82	69	64	81	67	62	80	64	59
Math Learning Gains	70	65	63	76	64	62			
Math Lowest 25th Percentile	51	47	51	68	43	52			
Science Achievement	78	68	58	74	68	57	80	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	73	73	63	94	75	61	73	77	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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	643
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	79%	79%	65%	68%		73%

* 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	63%	No		
English Language Learners	68%	No		
Asian Students	91%	No		
Black/African American Students	73%	No		
Hispanic Students	67%	No		
Multiracial Students	79%	No		
White Students	74%	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	80%	80%	64%	65%	82%	70%	51%	78%					73%
Students With Disabilities	65%	61%	64%	67%	67%	64%	56%	62%					
English Language Learners	68%		63%		76%	69%		60%					73%
Asian Students	91%				91%								
Black/African American Students	69%				77%								
Hispanic Students	72%	71%	59%	62%	72%	59%	48%	77%					80%
Multiracial Students	89%	80%	88%		82%	71%		64%					
White Students	83%	83%	64%	68%	87%	74%	52%	80%					
Economically Disadvantaged Students	70%	74%	63%	57%	72%	64%	49%	62%					73%

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	83%	83%	76%	77%	81%	76%	68%	74%		94%
Students With Disabilities	71%	67%	75%	73%	59%	71%	68%	53%		90%
English Language Learners	67%		80%	70%	52%	53%				94%
Asian Students	67%		77%		67%	77%				
Black/African American Students	73%				60%					
Hispanic Students	79%	71%	79%	78%	74%	76%	70%	66%		
Multiracial Students	95%		92%		79%	69%				
White Students	85%	86%	72%	71%	86%	76%	69%	81%		
Economically Disadvantaged Students	70%	75%	72%	68%	70%	69%	64%	60%		93%

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	72%	78%			80%			80%					73%
Students With Disabilities	50%	69%			55%			46%					
English Language Learners	50%				81%								87%
Asian Students	64%				79%								
Black/African American Students	47%				41%			40%					
Hispanic Students	69%	84%			73%			70%					
Multiracial Students	78%				83%								
White Students	75%	76%			84%			88%					
Economically Disadvantaged Students	59%	67%			67%			68%					80%

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	80%	69%	11%	57%	23%
ELA	4	78%	67%	11%	56%	22%
ELA	5	81%	64%	17%	56%	25%
Math	3	86%	70%	16%	63%	23%
Math	4	82%	69%	13%	62%	20%
Math	5	55%	46%	9%	57%	-2%
Math	6	100%	71%	29%	60%	40%
Science	5	78%	66%	12%	55%	23%

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?

- The data component that showed the most improvement was science, with the percentage of 5th graders scoring proficient increasing from 74% in 2024 to 78% in 2025. To support this growth, the school integrated more hands-on labs/inquiries with question stems. These labs were aligned with grade-level standards and encouraged students to engage in the scientific process. Teachers used question stems during lessons and lab activities to help students frame their thinking, analyze data, and communicate their reasoning. These stems were modeled and embedded into daily instruction to build student confidence and academic discourse, especially around scientific practices.
- Grades 3-5 math increased from 81% to 82% with third grade increasing from 75% in 2024 to 86% in 2025. Third grade implemented a departmentalized model, allowing teachers to specialize in specific content areas. The math teacher was able to deeply focus on the math curriculum, ensuring strong content knowledge and instructional expertise. This structure also supported the consistent implementation of best practices across all math instruction.
- English Language Learners demonstrated the most improvement in math, with proficiency increasing from 47% in 2024 to 71% in 2025, and learning gains also increased from 50% in 2024 to 64% in 2025. The ESOL teacher collaborates with the classroom teachers to tailor instruction to students' language proficiency levels as well as grade-level content. She provides small-group interventions by pushing into the classroom. She is also on our leadership team, which proves beneficial by providing insight and guidance to support data-driven decision-making for language learners.

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 in grades 3-5 was 5th-grade standard math, with 55% of students proficient during the 2024-25 school year. Contributing factors may have been inconsistent attendance, personnel changes, lack of foundational skills, reduction in tutoring time, taking assessments on Google doc. and over-reliance on whole group instruction.

Greatest Decline

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

The greatest decline was in math learning gains with 76% of students making gains in 2024 and 70% making gains in 2025. The lowest quartile of students in 4th grade decreased from 76% to 63% and 5th grade decreased from 77% to 68%.

Contributing factors may have been inconsistent attendance. Tardiness and early pick ups resulted in a loss of significant instructional time leading to a decrease in student achievement. The reduction in tutoring also hindered academic progress by limiting personalized support, reinforcement of skills, and opportunities for targeted intervention, scheduling of small groups and support staff.

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.

N/A

All above state average

EWS Areas of Concern

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

If attendance rates fall below target levels, this can negatively impact student learning and engagement, ultimately leading to achievement gaps.

Highest Priorities

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

- Increasing learning gains (specifically High 2s, level 4s, and level 5s) in ELA and math
- Increasing proficiency in ELA, math, and science

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.

It is noted that 43% of students in grades 4-5 who achieved level 2, did not make gains in ELA in 2024. We identified this by comparing the learning gains of 4th and 5th graders from PM 3 of 2025 to PM 3 of 2024.

It is noted that 25% of students in kindergarten are not proficient, 20% of students in first grade are not proficient, and 23% of students in second grade are not proficient in ELA. We identified this by comparing the proficiency on the FAST test from 2024-2025.

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.

- 100% of fourth and fifth-grade students will achieve their learning gains on Reading FAST PM 3 for 2025-26.
- 100% of K-3 students will be proficient on the 25-26 FAST PM 3 ELA assessment.

Monitoring

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

Students will be monitored while in their core and Acceleration/Intervention block. Progress monitoring will occur weekly, and changes in instructional strategies will occur as needed. The leadership team will utilize the SCPS Instructional Priorities tool to monitor benchmark-aligned instruction, monitoring for learning, student engagement and conditions of learning to identify trends for ongoing improvement.

Person responsible for monitoring outcome

Classroom teachers, support teachers, instructional coach, administration

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:

Teachers will use core phonics, UFLI, Flamingo, unit, Magnet reading and i-Ready assessments to provide instruction to students needing additional support.

Rationale:

Benchmark assessments and specialized reading methodologies like Magnetic Reading are invaluable tools for teachers working with tiered students and those needing additional support. They provide essential data, guide instructional decisions, and ensure that teaching efforts are aligned with the specific needs and abilities of each student.

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

Teachers will deliver standards-aligned Tier 1 instruction that incorporates flexible small-group instruction tailored to students' academic needs. Use formative and summative assessment data to inform groupings, monitor progress, and adjust instruction to ensure all students receive appropriate support and challenge.

Person Monitoring:

Teacher, support teachers, coach, administration

By When/Frequency:

daily

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

Teachers will deliver high-quality Tier 1 ELA instruction through differentiated practices aligned with SCPS Instructional Priorities. Instruction will be designed to meet the diverse needs of all learners, with a strong emphasis on student engagement and purposeful small-group instruction. Teachers will implement evidence-based engagement strategies to motivate students and ensure active participation in the learning process. Small group rotations will be a consistent expectation in every classroom and will include a teacher-led guided reading group, an i-Ready station, and a skills mastery station. These rotations will provide targeted support and enrichment, ensuring that all students receive instruction tailored to their individual learning needs. Teachers will be monitored by the administration and instructional coach, using the SCPS Instructional Priorities tool to identify

trends and provide feedback to teachers.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

54% of students in grades 4-5 who scored Level 2 in math did not demonstrate academic growth in 2024-2025. This indicates that a significant portion of students performing below proficiency are not receiving the level of instructional support necessary to accelerate learning. While the data point is from math, it reflects a broader instructional challenge: students in the "bubble" (Level 2) are not making sufficient gains across content areas.

42% of ESE students in the lowest quartile did not make learning gains in 2024-2025.

By strengthening Tier 1 instruction and embedding differentiated small group strategies into daily Math instruction, we will address learning gaps, increase student engagement, and ensure that all students—especially those at Level 2—receive the support needed to make measurable academic progress.

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.

- 100% of fourth and fifth grade students will achieve their learning gains on math FAST PM 3 for 2025-26.
- 100% of K-3 students will be proficient on the 25-26 FAST PM 3 math assessment.

Monitoring

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

Students will be monitored while in their core and Acceleration/Intervention block. Teachers will be required to

- Analyze responses immediately to identify misconceptions.
- Track performance in a simple spreadsheet or data tracker.
- Instruct the lowest 25% into a daily math intervention group

- Focus on prerequisite skills, current grade-level content, or spiral review.
- Use manipulatives, visual models, and scaffolded questioning
- Adjust instruction and groupings based on trends.
- Review data at PLC, planning for instruction to spiral benchmarks

Teachers will be monitored by administration and instructional coach, using SCPS Instructional Priorities tool to identify trends and provide feedback to teachers.

Person responsible for monitoring outcome

Classroom teachers, support teachers, instructional coach, administration

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 following evidence-based interventions will be used to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, and Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

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

High Quality Tier 1 Instruction

Person Monitoring:

Teacher, support staff, coach, administration

By When/Frequency:

Daily

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

Teachers will deliver high-quality Tier 1 math instruction through differentiated practices aligned with SCPS Instructional Priorities. Instruction will be designed to meet the diverse needs of all learners, with a strong emphasis on student engagement and purposeful small-group instruction. Teachers will implement evidence-based engagement strategies to motivate students and ensure active participation in the learning process. Small group rotations will be a consistent expectation in every classroom and will include a teacher-led guided math group, an i-Ready station, and a skills mastery station. These rotations will provide targeted support and enrichment, ensuring that all students receive instruction tailored to their individual learning needs. Teachers will be monitored by the

administration and instructional coach, using the SCPS Instructional Priorities tool to identify trends and provide feedback to teachers.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

22% of students did not achieve proficiency in science. We identified this by comparing the proficiency from PM 3 of the 2024-25 school year to PM 3 of the 2023-24 school year.

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.

5th Grade science scores will increase 10% from 78% to 88% on the Florida Science Assessment.

Monitoring

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

Students will be monitored while in their core and STEAM block. Progress monitoring will occur weekly, and changes in instructional strategies will occur as needed. The STEAM teacher will collaborate and review data with all 3-5 teachers in PLC.

Person responsible for monitoring outcome

Classroom Teacher, Support teachers, Coach, Administration

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:

Teachers will use the SCPS curriculum and evidence-based teaching practices and principles of instruction to achieve the measurable outcome in science.

Rationale:

Teachers' understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps.

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

Provide high-quality Tier 1 Instruction

Person Monitoring:

Classroom Teacher

By When/Frequency:

Daily

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

Teachers will deliver high-quality Tier 1 science instruction through evidence-based practices aligned with SCPS Instructional Priorities. Instruction will be designed to meet the diverse needs of all learners, with a strong emphasis on student engagement. Teachers will implement evidence-based engagement strategies to motivate students and ensure active participation in the learning process.

Area of Focus #4

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

Instructional Practice 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.

Woodlands will continue to focus on improving student attendance. Student attendance plays a vital role in supporting academic achievement, social-emotional development, and overall readiness for lifelong learning. In 2024, 119 students had 15 or more absences. In 2025, 96 students had 15 or more absences. With a 19.3% decrease, this indicates our efforts are having a measurable impact.

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.

During the 2024-2025 school year, third grade accounted for 16% of all schoolwide absences. This is a direct correlation from the previous year, where the same students (2nd grade) accounted for 17% of all absences in the school. Our goal is to reduce the number of absences in these now fourth grade students by 10% in the 2025-26 school year and reduce the number of total schoolwide absences by 10% in the 2025-2026 school year.

Monitoring

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

Monthly attendance meetings will be held to analyze attendance data and review attendance trends. Students with repeated attendance issues will be referred to the social worker and assigned a trusted adult to check in/mentor the student and family.

Person responsible for monitoring outcome

Principal, 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:

Woodlands will implement PBIS strategies to promote and reinforce positive attendance behaviors schoolwide. Attendance expectations—such as being at school every day and arriving on time—will be explicitly taught, modeled, and consistently reinforced across all grade levels.

Rationale:

SCPS Attendance/Tuancy team is guided by SCPS policies and procedures. The goal will be to identify specific students' attendance trends and implement attendance/tuancy structures as defined by student support services.

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

Attendance Initiative

Person Monitoring:

Assistant Principal, School Counselor

By When/Frequency:

Weekly

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

"Lucky Ducks" Program Individual students who are present and on time each day will have the opportunity to be randomly selected as a "Lucky Duck" and receive a small reward. This daily recognition encourages and reinforces positive attendance habits. "WOODLANDS" Class Challenge Classes will earn one letter of the word WOODLANDS each day that all students are present, on

time, and have no early checkouts. Once a class spells the entire word, they will earn a class reward (e.g., extra recess, classroom celebration, or special privilege). Newsletter- Inform families of the number of schoolwide absences, tardies, and early check-outs in the weekly school newsletter. This will be monitored by: Daily Attendance Tracking: Front office staff will track daily attendance, tardiness, and early checkouts using the school's Google Docs. Classroom Logs: Each class will have a visible tracker (e.g., a WOODLANDS poster or chart) updated daily by the teacher or designated student. Weekly Administrative Review: Administration will review attendance reports weekly to identify trends, recognize classes making progress, and provide support to those needing improvement. Monthly Recognition: Students and classes meeting attendance goals will be recognized during announcements and newsletters to celebrate progress and maintain motivation.

IV. Positive Learning Environment

Area of Focus #1

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

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.

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:

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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