Santa Rosa County School District

WOODLAWN BEACH MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

WBMS develops students who are resilient, accountable, and dependable, while preparing students for graduation and a successful future.

Provide the school's vision statement

Santa Rosa County District Schools provide an environment that fosters each learner's potential, equips students for academic excellence and promotes lifelong learning.

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

Victor Lowrimore

lowrimorev@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

• Provide training opportunities and feedback to personnel at the assigned school.
• Supervise the operation and management of all activities and functions which occur at the assigned school.
• Develop positive school/community relations and serve as a liaison between the school and community.
• Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning.

• Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school.
• Participate in developing the District strategic plan, District school calendar, District staffing plan; manage and administer school functions relating to these items. • Interview and select qualified personnel to be recommended for employment.
• Conduct performance appraisals and make reappointment recommendations for school personnel.
• Manage and administer personnel development through training, in-service and other developmental activities.
• Implement and administer negotiated employee contracts at the school site. • Develop long-range and short-range facility needs at the assigned school.
• Coordinate facility and support service requirements.
• Coordinate plant safety and facility inspections at the assigned school.
• Coordinate all maintenance functions at the assigned school. • Coordinate and supervise transportation services at the assigned school.
• Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, and school's internal accounts.
• Establish and manage student accounting and attendance procedures at the assigned school.
• Coordinate the school food service program at the assigned school.
• Assign and supervise school personnel to special projects for the enhancement of the school.
• Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.
• Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.
• Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems.
• Communicate, through the Director of Middle Schools, to keep the Superintendent informed of impending problems or events of unusual nature.
• Participate in county-wide management meetings and other meetings appropriate for professional development. • Direct the establishment of adequate property inventory records and ensure the security of school property.
• Coordinate the supervision of all extracurricular programs at the assigned school. • Manage and supervise the school's student activity programs, approve all school sponsored activities, and maintain a calendar of all school events.
• Serve as a member of the Superintendent's District-wide management team.
• Provide leadership in the school improvement process and implement the school improvement plan.
• Maintain visibility and accessibility on the school campus.
• Implement School Board policy, collective bargaining agreements, state statutes, and federal

regulations as they pertain to the assigned school.
• Direct the development of the master schedule and assign teachers according to identified needs.
• Establish the job assignments for all school administrators and assess the school-site administrators' performance.
• Assume responsibility for all official school correspondence and news releases.
• Supervise the preparation and maintenance of accurate and timely reports and records.
• Perform other incidental tasks consistent with the goals and objectives of this position

Leadership Team Member #2

Employee's Name
Jenn Netro

netroj@santarosa.k12.fi.us

Position Title
Assistant Principal

Job Duties and Responsibilities

• Act on the Principal's behalf in his/her absence.
• Assist to develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal.
• Develop the master teaching schedule and assign teachers according to identified needs.
• Utilize current educational trends in the planning and preparation of the school instructional program.
• Interpret and enforce School Board policy, state statutes and federal regulations.
• Implement the accreditation program for the assigned school.
• Coordinate in the selection of textbooks, material and equipment needed at the assigned school.
• Manage and administer the testing program for the school.
• Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities.
• Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions
• Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes.
• Provide leadership in the event of school crisis and/or civil disobedience.
• Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom.

• Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.
• Interpret and enforce the District's Code for Student Conduct.
• Supervise all facets of the registration process.
• Prepare or oversee the preparation and maintenance of required reports and records.
• Supervise and evaluate instructional, support, and service personnel as assigned by the Principal.
• Comply with provisions of collective bargaining agreements.
• Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.
• Develop and maintain positive school/community relations and act as a liaison between school and community.
• Coordinate the school food service program as it relates to the special needs of the school.
• Maintain adequate property inventory records, key control and security of school property.
• Participate in the development of long-range facility needs at the assigned school.
• Coordinate plant safety and facility inspection at the school.
• Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.
• Coordinate the transportation services at the assigned school.
• Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.
• Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services.
• Supervise the function of student accounting at the school, as it pertains to funding and attendance.
• Manage and administer the attendance policy and procedures.
• Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.
• Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs.
• Manage and supervise student activity programs, including the selection of club sponsors.
• Approve school-sponsored activities and maintain a calendar of all school events.
• Perform other incidental tasks consistent with the goals and objectives of this position.

Leadership Team Member #3

Employee's Name
Lyle Messer

messerl1@santarosa.k12.fl.us

Position Title
Dean of Students

Job Duties and Responsibilities

*Manages student supervision issues and enforces school behavioral expectations.
*Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. Must enforce policies/rules both fairly and consistently.
• Counsels students and parents concerning school and district policies
. • Assists staff and parents in developing student behavioral expectations
• Assists in the planning, development and implementation of individual student behavior plans.
• Serves as a resource to staff in dealing with classroom management issues.
• Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies.
• Coordinates alternative education placement for students.
• Coordinates with staff and administration the development of the school's discipline plan/hierarchy.
• Maintains and periodically reviews student discipline records.
• Periodically reviews student attendance records and academic records.
• Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language.
• Participates in Professional Development activities that are germane to the position (FOCUS, Crisis Prevention Intervention (CPI)).
• Maintains confidentiality in all issues that require their involvement.
• Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders.
• Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues.
• Has the ability to function independently and make sound educational decisions.
• Assist in the development of the school crisis plan and is an integral part of the plan.
• Will become an active member of the school leadership team.

Leadership Team Member #4

Employee's Name
Annette Edwins

edwinsa@santarosa.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

• Is responsible for the registration of new students and scheduling of all students.
• Assist students in the selection of classes and graduation option plans.

• Provides small group developmental guidance activities to all students.
• Provide personal/social, behavioral, and/or academic counseling to all students.
• Provide assistance in the screening, referral, identification and placement of students with special needs
• Provide assistance to parents of all students.
• Provide appropriate consultation and staff development to school personnel and/or parents/ community as needed.
• Provide information and counseling in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities.
• Organize and conduct career and college information programs.
• Provides information regarding community service opportunities and enters community service hours in the computer.
• Provide information and counseling for Bright Futures opportunities and registration.
• Coordinate dual enrollment, advanced placement, and early admissions programs.
• Identify and counsel potential dropouts, offering them other options.
• Counsel students who are experiencing attendance difficulties.
• Coordinate and administer a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.
• Assist students and families in need with providing basic care through referrals to appropriate resources •
Provide orientation for all incoming and new students.
• Counsel students in developing peer relationships, decision-making skills, and conflict resolution (character education).
• Identify and refer students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).
• Continually enhance the overall guidance program through in-service opportunities.
• Evaluate the overall guidance program on a continuing basis.
• Provide assistance and information to faculty, students and parents in regard to multi-cultural education.
• Assist in the orientation of new faculty/staff members.
• Assist students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.
• Provide input in the development of curriculum and the master schedule.
• Coordinate the proper maintenance, transfer, and acquisition of students' records as required.
• Assist in the maintenance of the automated student data system. • Attend and participate in faculty meetings.
• Accept responsibility for extracurricular activities.
• Coordinate all award presentations.

• Coordinate all graduation activities, verifying that graduation requirements have been met.
• Contribute to the Integrated Service Team meetings.
• Establish and maintain cooperative relations with students, faculty, staff, and parents.
• Assume the responsibility to maintain a valid Florida teachers' certificate.
• Provide own method of transportation to various locations when required.
• Perform other tasks and responsibilities as assigned by the principal.

Leadership Team Member #5

Employee's Name
Kathie George

georgek@santarosa.k12.fl.us

Position Title
Success Coach

Job Duties and Responsibilities

• Is responsible for the registration of new students and scheduling of all students.
• Assist students in the selection of classes and graduation option plans.
• Provides small group developmental guidance activities to all students.
• Provide personal/social, behavioral, and/or academic counseling to all students.
• Provide assistance in the screening, referral, identification and placement of students with special needs
• Provide assistance to parents of all students.
• Provide appropriate consultation and staff development to school personnel and/or parents/ community as needed.
• Provide information and counseling in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities.
• Organize and conduct career and college information programs.
• Provides information regarding community service opportunities and enters community service hours in the computer.
• Provide information and counseling for Bright Futures opportunities and registration.
• Coordinate dual enrollment, advanced placement, and early admissions programs.
• Identify and counsel potential dropouts, offering them other options.
• Counsel students who are experiencing attendance difficulties.
• Coordinate and administer a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.
• Assist students and families in need with providing basic care through referrals to appropriate resources • Provide orientation for all incoming and new students.
• Counsel students in developing peer relationships, decision-making skills, and conflict resolution

(character education).
• Identify and refer students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).
• Continually enhance the overall guidance program through in-service opportunities.
• Evaluate the overall guidance program on a continuing basis.
• Provide assistance and information to faculty, students and parents in regard to multi-cultural education.
• Assist in the orientation of new faculty/staff members.
• Assist students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.
• Provide input in the development of curriculum and the master schedule.
• Coordinate the proper maintenance, transfer, and acquisition of students' records as required.
• Assist in the maintenance of the automated student data system. • Attend and participate in faculty meetings.
• Accept responsibility for extracurricular activities.
• Coordinate all award presentations.
• Coordinate all graduation activities, verifying that graduation requirements have been met.
• Contribute to the Integrated Service Team meetings.
• Establish and maintain cooperative relations with students, faculty, staff, and parents.
• Assume the responsibility to maintain a valid Florida teachers' certificate.
• Provide own method of transportation to various locations when required.
• Perform other tasks and responsibilities as assigned by the principal.

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.

When WBMS receives data throughout the school year regarding student academic, student attendance, and student behavior, the information is provided to our School Advisory Council (SAC) during SAC meetings. Our SAC committee is made up of parents (non-school employees), business/community leaders, teachers, support staff, and the principal. At our SAC meetings we review the data from FAST Progress Monitoring assessments, attendance data, and discipline data. The principal gets feedback from SAC members to help guide the development of the SIP.

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)).

Each semester, the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to review the implementation of School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will focus on areas of success, as well as any barriers encountered in applying the strategies of the plan and adjustments that have been or will be made to the address observed results.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**38.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: B** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							268	245	302	815
Absent 10% or more school days							34	19	52	105
One or more suspensions							26	39	57	122
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							27	29	47	103
Level 1 on statewide Math assessment							15	18	22	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							10	4	3	17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								1		1

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							14	19	30	63

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							239	296	321	856
Absent 10% or more school days							11	44	48	103
One or more suspensions							27	50	60	137
Course failure in English Language Arts (ELA)								1	2	3
Course failure in Math								2	2	4
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							8	15	13	36
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 (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							13	37	35	85

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	66	62	66	63	58	60	59	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	57	58	61	57	58	59	56	56	56
ELA Lowest 25th Percentile	45	49	53	48	52	52	47	50	50
Math Achievement*	77	72	65	75	72	63	75	70	60
Math Learning Gains	62	63	62	60	66	62	69	68	62
Math Lowest 25th Percentile	61	55	57	58	62	57	67	66	60
Science Achievement	62	60	57	59	58	54	53	56	51
Social Studies Achievement*	80	80	77	76	77	73	74	74	70
Graduation Rate									
Middle School Acceleration	80	73	82	80	74	77	76	74	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					61	53		47	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	591
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
66%	64%	64%	67%	63%	57%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
English Language Learners	48%	No		
Asian Students	84%	No		
Black/African American Students	60%	No		
Hispanic Students	64%	No		
Multiracial Students	67%	No		
White Students	66%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%		57%	45%	77%	62%	61%	62%	80%	80%			
Students With Disabilities	31%		32%	21%	38%	53%	45%	14%	41%	47%			
English Language Learners	32%		39%	42%	45%	65%	67%						
Asian Students	75%		77%		87%	95%							
Black/African American Students	67%		57%	40%	67%	61%		55%		72%			
Hispanic Students	67%		57%	45%	74%	60%	52%	69%	79%	73%			
Multiracial Students	70%		60%	53%	80%	63%	63%	61%	71%	79%			
White Students	66%		56%	45%	78%	61%	62%	61%	82%	81%			
Economically Disadvantaged Students	58%		54%	45%	71%	62%	60%	56%	74%	73%			

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	66%		57%	48%	75%	60%	58%	59%	76%	80%			
Students With Disabilities	30%		52%	53%	34%	54%	60%	24%	39%	44%			
English Language Learners	45%		60%	36%	50%	35%	36%						
Asian Students	82%		71%		94%	41%							
Black/African American Students	54%		55%	45%	68%	67%	73%	62%	81%	67%			
Hispanic Students	68%		64%	50%	81%	68%	82%	61%	70%	80%			
Multiracial Students	73%		56%	38%	78%	58%	41%	55%	85%	77%			
White Students	65%		55%	48%	73%	59%	56%	58%	75%	80%			
Economically Disadvantaged Students	56%		52%	43%	63%	55%	54%	50%	69%	75%			

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	60%		56%	47%	75%	69%	67%	53%	74%	76%			
Students With Disabilities	17%		38%	36%	34%	53%	51%	21%	46%	40%			
English Language Learners	29%		60%	58%	67%	70%							
Asian Students	77%		75%		92%	83%							
Black/African American Students	57%		58%	40%	63%	64%	64%		80%				
Hispanic Students	59%		50%	37%	74%	64%	73%	49%	69%	68%			
Multiracial Students	72%		61%	60%	79%	68%	88%	65%	83%	70%			
White Students	59%		57%	49%	75%	70%	63%	53%	72%	78%			
Economically Disadvantaged Students	56%		55%	47%	68%	65%	68%	43%	70%	64%			

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	68%	68%	0%	62%	6%
ELA	7	67%	63%	4%	62%	5%
ELA	8	64%	65%	-1%	60%	4%
Math	6	74%	67%	7%	60%	14%
Math	7	56%	54%	2%	53%	3%
Math	8	73%	73%	0%	61%	12%
Science	8	61%	60%	1%	52%	9%
Civics	7	80%	79%	1%	77%	3%
Civics	8	83%	81%	2%	75%	8%
Algebra	7	100%	100%	0%	96%	4%
Algebra	8	96%	97%	-1%	84%	12%
Geometry	8	100%	100%	0%	95%	5%

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 Civics, with proficiency increasing from 76% in the previous year to 82% this year, a gain of 6 percentage points. Science also demonstrated growth, with proficiency increasing from 57% to 61%, a gain of 4 percentage points. In both subject areas, our school's proficiency rates exceeded the district and state averages.
To support these improvements, the school implemented several new actions. These included conducting Rigor Walks to monitor the level of instructional rigor and ensure alignment with academic standards. Additionally, administration held regular data chats with teachers, and teachers conducted data chats with students to monitor academic progress, set goals, and identify areas for targeted support. The school also implemented SLAT to strengthen instructional practices and promote continuous improvement through ongoing monitoring and collaboration.

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 components showing the lowest performance were ELA Learning Gains (57%) and ELA Learning Gains for the Lowest 25% (45%), both of which performed below the district and state averages. Woodlawn has been below the state and districts percentage over the past 3 years.

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 with the lowest performance and the greatest decline from the prior year was in Learning Gains in our SWD and Lowest 25%. In ELA, Learning Gains decreased from 53% (2024-2025) to 21% (2025-2026), representing a 32-percentage-point decline. In Math, Learning Gains decreased significantly from 60% (2024-2025) to 45% (2025-2026), representing a 15-percentage-point decline. In Science, Learning Gains decreased significantly from 24% (2024-2025) to 14% (2025-2026), representing a 10-percentage-point decline.
Observations during Rigor Walks indicate that classroom instruction does not always reflect the complexity, scaffolding, and grade-level expectations that students will encounter on assessments,

creating a widening gap between what is taught and what is tested.

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 greatest gap compared to the state average is in ELA learning gains in the Lowest 25% . WBMS showed 45%, which is 8 points below the state average of 53%. This gap has persisted since the 2024-2025 school year. Observations during Rigor Walks indicate that classroom instruction does not always reflect the complexity, scaffolding, and grade-level expectations that students will encounter on assessments, creating a widening gap between what is taught and what is tested.

EWS Areas of Concern

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

The 2025-2026 Early Warning System (EWS) data identified chronic absenteeism as an area of concern. 13% of students were identified as chronically absent, missing 10% or more of instructional days, representing a 1% increase from the previous year. Additionally, 14% of absences were unexcused and directly linked to disciplinary suspension. While this is a 2% decrease from the year before, consistent attendance is essential for student success, as regular access to instruction allows students to build skills, make academic progress, and achieve their learning goals.

Highest Priorities

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

1. Increase ELA learning gains for SWD students and lowest 25%
2. . Increase Math Learning gains and Achievement Levels for SWD.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Our area of focus is our SWDs. Our Federal Index score for the SWD subgroup is below 41%. Our SWDs scored 36%. Of the 9 components that comprise our school score for SWDs, 5 fall below 41%. Our focus will be on the areas for SWDs in ELA learning gains, and ELA learning gains for the lowest 25%

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our SWD focus will be in the areas of ELA achievement, ELA learning gains, and ELA learning gains for the lowest 25% for our SWDs. ELA achievement for SWD students in 25-26 was 31%. Our measurable goal is to increase the percentage of SWD students performing at or above grade level in ELA to 41%. ELA learning gains for SWD students during 25-26 was 32%. Our measurable goal is to increase the percentage of SWD students demonstrating learning gains in ELA to 45%. ELA learning gains for the lowest 25% for 25-26 was 21%. Our measurable goal is to increase the percentage of SWD students in the lowest 25% in ELA to 45%.. By increasing student learning gains, we will advance our district-wide goal of maintaining a district score of 70% or higher.

Monitoring

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

Students will be monitored through FAST assessments for PM1 and PM2. Students will also be

monitored using the Progress Learning platform along with student grade performance in the classroom. By closely monitoring student performance in both Progress Learning and FAST PM1 and PM2, teachers will be able to adjust instruction to address student needs. Teachers will conduct data chats that will be monitored by administration quarterly.

Person responsible for monitoring outcome
Victor Lowrimore

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 provide targeted, data-driven feedback to students based on progress monitoring data collected through Progress Learning and PM1 and PM2 FAST assessments, with a specific focus on Students with Disabilities (SWDs). These assessment systems will provide measurable data to identify student achievement levels, monitor growth, and determine areas requiring additional support. Teachers will use this data to differentiate instruction, provide targeted interventions, and address individual student learning needs. Student data chats will be conducted regularly to engage students in understanding their academic progress, setting goals, and identifying strategies for improvement. These conversations will supplement ongoing feedback provided through classroom assessments, assignments, and other formative assessments. School administration will conduct quarterly data chats with teachers to review student performance data, monitor progress toward instructional goals, and ensure effective use of assessment information to drive instructional planning. Administration will also monitor the implementation and impact of teacher-student data conversations to support continuous improvement and increased student achievement, with an emphasis on closing achievement gaps for SWDs.

Rationale:
According to Hattie, feedback is a top ten strategy for improving student achievement. Therefore, our teachers will engage in meaningful, data driven feedback practices that result in students understanding where they have been, where they are going, and how they are going to get there. By selecting this strategy, we hope that students will have a clear understanding of their performance and a clear understanding of the actions they need to take to increase learning gains and achievement level.

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Data chats between teachers and administration for the purpose of monitoring required student data

chats with an emphasis on SWDs and lowest 25%.

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Twice/Post PM 1 and PM 2 Assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will continue to plan data chats with ELA teachers with a specific focus on the performance of their SWDs on both Progress Learning and PM1 and PM2 assessments. We will also be discussing any other factors that may impact student performance, including discipline and attendance. We will implement adjustments to instruction and other strategies to address any other issues identified by the teachers and administration.

Action Step #2
Data chats between teachers and students.

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA teachers will provide students with information about their current performance on all progress monitoring tools. ELA teachers will also provide students with 2026-2027 FAST ELA data so students will clearly understand the points needed to make learning gains and increase their achievement level. ELA teachers will also provide students with feedback about daily assignments and assessments, apart from progress monitoring tools.

Action Step #3
Implementation of the Progress Learning performance monitoring tool with fidelity.

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Weekly/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will receive reports during quarterly data chats that demonstrate the effective implementation of the Progress Learning platform. Administration will also monitor teacher and student reports on the Progress Learning platform for proper implementation.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning

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.

Woodlawn Beach Middle School will continue to participate in the Model of Instruction for Deeper Learning initiative. School leaders will conduct Look and Learn and Rigor Walk observations to gather data on instructional practices aligned with the Marzano Framework. These observations will

help identify instructional strengths, determine areas for growth, and inform targeted professional learning opportunities that support high-quality teaching and learning. A key focus will be ensuring that classroom instruction aligns to the rigor level outlined in benchmark standards, promoting deeper student engagement and higher levels of academic

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 Model of Instruction for Deeper Learning initiative, Woodlawn Beach Middle School will utilize data collected through Rigor Walks and Look and Learn observations to monitor and improve the implementation of rigorous, standards-aligned instructional practices. Observation data will be compared to the baseline established during the previous school year to measure growth.
By the end of the school year, classroom observation data will demonstrate an increase in the percentage of teachers effectively aligning benchmark standards, learning targets, instructional taxonomy levels, and learning progressions within daily instruction. School leaders will use observation data to identify trends, provide targeted professional learning, and monitor progress toward consistent implementation of high-quality instructional practices across all content areas.
By increasing rigor instruction in the classroom, we will increase student achievement advance our district-wide goal of maintaining a district score of 70% or higher.

Monitoring

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

Data will be gathered from dozens of classroom walkthrough observations conducted by administration, along with district staff. This data will be complied to create a picture of the status of our instructional practices and areas of needed improvement.

Person responsible for monitoring outcome

Victor Lowrimore

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:

Administration will use the results of Look and Learn and Rigor Walk observations to create professional development opportunities for teachers in cooperation with district staff to advance implementation of the Marzano Model of Instruction for Deeper Learning.

Rationale:

Hattie shows that the Effect Size for professional development is high (.62) . Care must be taken in the types of professional development that is offered for the Model of Instruction.

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
Rigor Walk and Look and Learn classroom observations

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School administration, along with district leaders, will conduct bi-weekly Rigor Walks and Look and Learn classroom observations for the purpose of gathering information on the Model of Instruction for Deeper Learning. The data gathered will be used to provide feedback and professional development for instructional staff in areas deemed deficient.

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)

Area of Focus Description and Rationale

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

Our area of focus is our SWDs. Our Federal Index score for the SWD subgroup is below 41%. Our SWDs scored 38%. Of the 9 components that comprise our school score for SWDs, 6 fall below 41%. Our focus will be on the areas for SWDs in Math achievement, Math learning gains, and Math learning gains for the lowest 25%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our focus will be on the areas of Math achievement, Math learning gains, and Math learning gains for the lowest 25% for our SWDs. SWD math achievement for 25-26 was 38%. Our measurable outcome is to increase the percentage of SWDs on grade level in Math to 70%. Math learning gains for 24-25 was

53%. Our measurable outcome is to increase the percentage of SWDs with learning gains in Math to 58%. Math learning gains for the lowest 25% for 24-25 was 45%. Our measurable outcome is to increase the percentage of SWDs with learning gains for the lowest 25% in Math to 56%. By increasing student learning gains, we will advance our district-wide goal of maintaining a district score of 70% or higher.

Monitoring

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

Students will be monitored through FAST assessments for PM1 and PM2. Students will also be monitored using the Progress Learning platform along with student grade performance in the classroom. By closely monitoring student performance in both Progress Learning and FAST PM1 and PM2, teachers will be able to adjust instruction to address student needs. Teachers will conduct data chats that will be monitored by administration quarterly.

Person responsible for monitoring outcome

Victor Lowrimore

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 provide feedback to students based on data collected through Progress Learning and PM1 and PM2 FAST assessments with a specific focus on SWDs. Progress Learning and FAST assessments will provide us with measurable data that can be shared with teachers and students. This can be used to focus instruction to specific student needs. These data chats are in addition to regular feedback that will follow periodic classroom assessments and assignments. Administration will conduct quarterly data chats with teachers to monitor their data and the data chats they are having with students.

Rationale:

According to Hattie, feedback is a top ten strategy for improving student achievement. Therefore, our teachers will engage in feedback practices that result in students understanding where they have been, where they are going, and how they are going to get there. By selecting this strategy, we hope that students will have a clear understanding of their performance and a clear understanding of the actions they need to take to increase learning gains and achievement levels.

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
Data chats between teachers and administration for the purpose of monitoring required student data chats with an emphasis on SWDs.

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will plan data chats with Math teachers with the specific focus on the performance of their SWDs on both Progress Learning and PM1 and PM2 assessments. We will also be discussing any other factors that may impact student performance to include discipline and attendance. We will implement adjustments to instruction and other strategies to address any other issues identified by the teachers and administration.

Action Step #2
Data chats between teachers and students

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will provide students with information about their current performance on all progress monitoring tools. Math teachers will also provide students with 2026-2027 FAST Math data so students will clearly understand points needed to make learning gains and increase their achievement level. Math teachers will also provide students with feedback about daily assignments and assessments, apart from progress monitoring tools.

Action Step #3
Continued use of Progress Learning performance monitoring tool with fidelity

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will receive reports during quarterly data chats that demonstrate the effective implementation of the Progress Learning platform. Administration will also monitor teacher and student reports on the Progress Learning platform for proper implementation.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

reviewed.

According to the 25-26 Early Warning System Data, 13% of our school population were identified as chronically absent, having missed 10% or more of instructional days. Additionally, 15% of student absences were unexcused and directly linked to disciplinary suspension. Chronic absenteeism has a significant negative impact on student achievement, as students who are frequently absent miss critical direct instruction, classroom engagement, and opportunities to build relationships that support learning

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.

Between the 24/25 and 25/26 school year Woodlawn saw a slight increase in the number of students who were chronically absent, missing 10% or more of school days from 103 to 105. . During the same period, out-of-school suspensions significantly decreased from 137 to 122. Our goal for the 26 school year is to reduce the percentage of chronically absent students from 13% to 9% and further decrease the total number of out-of-school suspensions to below 100, as measured by district attendance and discipline data.

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.

To improve student attendance, our middle school will use a Multi-Tiered System of Supports (MTSS) to track and respond to attendance concerns. The team will review attendance data every nine weeks to identify students with frequent absences and review the effectives of interventions in place to decrease absenteeism. In addition a referral to LSF will be made when a child's attendance goes over 10% in a 90 day window

Person responsible for monitoring outcome

Victor Lowrimore

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:

According to Hattie, teacher-student interaction has a significant effect size of 0.72 on student achievement. Regular attendance not only increases time on task but also strengthens these positive relationships, which are a powerful influence on student success

Rationale:

Through student conferencing, positive student relationships will be strengthened while utilizing the structured RAD Mentor program to provide tangible recognition for positive behaviors and attendance achievements. Combined with increased awareness of discipline trends at the grade level, this approach is expected to reduce out-of-school suspensions.

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
Student Attendance Conferences

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Every 30 days

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A Multi-Tiered System of Support (MTSS) will be implemented to address attendance concerns. The Attendance Team—comprising the Dean of Students, Assistant Principal, and members of the guidance department and the school's social worker—will hold conferences with students who have accumulated more than five absences within a 30-day period. These meetings will emphasize the importance of regular attendance, identify and address barriers preventing consistent attendance while communicating and providing ongoing support to parents around attendance expectations.

Action Step #2
Positive recognition through the RAD program

Person Monitoring:
Victor Lowrimore

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Building on the success of the RAD Mentor Program, which equips teachers with effective strategies to foster resilience, accountability, and dependability while reducing out-of-school suspensions, the school will implement a monthly attendance recognition initiative. Students who achieve 90% or higher monthly attendance will be recognized through school-wide attendance celebrations and entered into a monthly raffle for incentives. In addition, each grade level will participate in a quarterly attendance competition. The grade level with the highest average attendance for the quarter will earn school-wide recognition and a reward, such as a trophy, celebration, or special incentive.
This initiative reinforces the importance of consistent attendance, encourages positive attendance habits, and aligns with the RAD program's emphasis on personal responsibility, resilience, and student success.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The Federal Index Calculation for WBMS is 36% for Students With Disabilities. In setting goals to bring the Federal Index to at or above 41%, we reviewed all staffing, curricular, and program resources at our disposal to craft a plan to increase FAST performance for our SWDs. Each of these areas was reviewed to determine strengths and weaknesses and then a plan was crafted that would best meet the needs of our SWD students

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).

The WBMS plan for our SWD subgroup is focused heavily on feedback. This requires data points through multiple resources, focused primarily on the Progress Learning platform, FAST Progress Monitoring, and classroom assessments. Our ELA and Math general education teachers and our ESE Inclusion teachers will work in tandem to communicate clearly with our SWD using these resources. It is imperative that students know where they are so they have a clear roadmap to where they need to go. This process has already started in the form of data chats and will continue on a regular basis throughout the school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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