FAIRMOUNT PARK ELEMENTARY SCHL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Fairmount Park Elementary, we will promote the growth of lifelong learning and academic excellence by teaching the WHOLE child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.

Provide the school's vision statement

100% Scholar Success - Together We Succeed – TEAMWORK!

B. School Leadership Team

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
Andrew Akapnitis

Position Title
Principal

Job Duties and Responsibilities

Governs the daily operations of the school and leads teaching and learning.

Leadership Team Member #2

Employee's Name
Kristy Bench

Position Title
Assistant Principal

Job Duties and Responsibilities

Help governs the daily operations of the school and leads teaching and learning.

Leadership Team Member #3

Employee's Name
Katy Foley

Position Title
Instructional Coach

Job Duties and Responsibilities

Supports school improvement plan, communicates processes/procedures of MTSS, assist teachers with becoming data wise, SBLT facilitator, fidelity of Tier 2, and monitors resources for curriculum interventions.

Leadership Team Member #4

Employee's Name
Veronica Scheibner

Position Title
Instructional Coach

Job Duties and Responsibilities

Monitors Core Literacy instruction, Coaches teachers through the use of Coach Coaching Cycles, provides enrichment and professional development.

Leadership Team Member #5

Employee's Name
Natasha Hall

Position Title
Instructional Coach

Job Duties and Responsibilities

Monitors Core Literacy instruction, Coaches teachers through the use of Coach Coaching Cycles, provides enrichment and professional development.

Leadership Team Member #6

Employee's Name
Destanee Cunningham

Position Title
Instructional Coach

Job Duties and Responsibilities

Coaches teachers through the 3 I's, 5 E's, 10-70-20, support Science Labs, and Core Science instruction, and provides professional development.

Leadership Team Member #7

Employee's Name
Elizabeth Johns

Position Title
Instructional Coach

Job Duties and Responsibilities

Monitors Core Math instruction, Coaches teachers through the use of Coach Coaching Cycles, provides enrichment and professional development.

Leadership Team Member #8

Employee's Name
Dominique DeMent

Position Title
Attendance/Social Worker

Job Duties and Responsibilities

Monitors the attendance of scholars and provide services to scholars and families.

Leadership Team Member #9

Employee's Name
Caitlin Asencio

Position Title
School Psychologist

Job Duties and Responsibilities

Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities. The school psychologist will support ESE program ongoing. The psychologist may also facilitate small group and 1 on 1 interventions as needed.

Leadership Team Member #10

Employee's Name
Katrina Klausing

Position Title
Teacher/ESE

Job Duties and Responsibilities

Provide targeted exceptional education instruction to scholars with an Individual Educational Plan.

Leadership Team Member #11

Employee's Name
Untilla McCall-Davis

Position Title
Behavior Specialist

Job Duties and Responsibilities

Supports school improvement plan, communicates processes/procedures of PBIS, assist teachers with behavior strategies, fidelity of Tier 2, and monitors resources for behavior interventions.

Leadership Team Member #12

Employee's Name
Brianna Bernard

Position Title
Behavior Coach

Job Duties and Responsibilities

Supports school improvement plan, communicates processes/procedures of PBIS, assist teachers with behavior strategies, fidelity of Tier 2, provide coaching cycles related to behavior interventions, and monitors resources for behavior interventions.

Leadership Team Member #13

Employee's Name
Monica Logsdon

Position Title
Teacher/Gifted

Job Duties and Responsibilities

Provide gifted instruction to scholars with a Gifted Educational Plan.

Leadership Team Member #14

Employee's Name
Mitchell Albanese

Position Title
School Counselor

Job Duties and Responsibilities

Responsible for providing a comprehensive counseling program that addresses the academic, career, and social/emotional development of all students. The counselor will work closely with students, parents, and teachers to create a supportive and inclusive environment that fosters student success. Key duties include individual and group counseling sessions, classroom guidance lessons, and crisis intervention. The counselor also collaborates with teachers to identify and support students with academic or behavioral challenges, implements programs to promote positive behavior and mental health, and facilitates communication between the school, external support services, and 504 coordination.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
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. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Fairmount Park Elementary, our SIP development process involves active participation from a diverse group of stakeholders, including the school leadership team, teachers, school staff, parents, families, and community leaders. We gather input through School Based Leadership Team (SBLT) meetings, Academic Professional Learning Community (PLC) meetings, and grade-level planning sessions, ensuring continuous data analysis and strategic discussions. Parents and families contribute through surveys and workshops, while community leaders offer valuable perspectives and resources. This collaborative approach ensures that our SIP is a comprehensive, responsive document that addresses the needs and priorities of our entire school community.

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. *(ESEA 1114(b)(3))*

The School Improvement Plan (SIP) at Fairmount Park Elementary is regularly monitored through a structured process involving School Based Leadership Team (SBLT) meetings, Academic Professional Learning Community (PLC) meetings, and grade-level planning and data analysis sessions. These meetings provide a platform for continuous review of student performance data, focusing on those with the greatest achievement gaps. Regular data chats and classroom walkthroughs ensure timely feedback and data-driven decision-making. Additionally, parent input is collected through the School Advisory Council (SAC), Parent-Teacher Association (PTA), and surveys conducted throughout the year. This feedback is integral to our progress monitoring and helps us revise the SIP based on ongoing progress results, stakeholder feedback, and the effectiveness of implemented strategies, allowing for adjustments that address emerging needs and challenges.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**93.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: D*** **2021-22: C** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	1	30	48	32	27	42				180
One or more suspensions	0	3	11	9	19	27				69
Course failure in English Language Arts (ELA)	0	0	0	3	4	0				7
Course failure in Math	0	0	0	3	3	0				6
Level 1 on statewide ELA assessment	0	0	0	20	5	16				41
Level 1 on statewide Math assessment	0	0	0	11	11	25				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	3	6	22	14	35				80

Current Year 2024-25

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	3	0	0	22	0	0				25
Students retained two or more times	0	0	0	0	1	1				2

Prior Year (2023-24) 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										0
One or more suspensions	8	5	11	18	15	10				67
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				34	31	23				88
Level 1 on statewide Math assessment				45	47	23				115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	15	9	22	34						134

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34			28	54	53	23	55	56
ELA Grade 3 Achievement **	41			31	54	53	53		
ELA Learning Gains	52								
ELA Learning Gains Lowest 25%	54						62		50
Math Achievement *	29			24	61	59	23	51	50
Math Learning Gains	54						48		
Math Learning Gains Lowest 25%	66						64		
Science Achievement *	34			26	62	54	28	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	364
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
46%	27%	43%	21%		43%	32%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	39%	Yes	2	
Black/African American Students	44%	No		
Hispanic Students	42%	No		
White Students	57%	No		
Economically Disadvantaged Students	45%	No		

2022-23 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	18%	Yes	1	1
Black/African American Students	25%	Yes	1	1

2022-23 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%
Hispanic Students	47%	No		
White Students	40%	Yes	1	
Economically Disadvantaged Students	29%	Yes	1	1

2021-22 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	46%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	42%	No		

2021-22 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%
Hispanic Students	37%	Yes	1	
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	41%	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. (pre-populated)

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	34%	41%	52%	54%	29%	54%	66%	34%					
Students With Disabilities	20%	39%	43%	67%	17%	57%	58%	14%					
Black/African American Students	31%	34%	53%	55%	27%	53%	66%	31%					
Hispanic Students	50%				33%								
White Students	57%				57%								
Economically Disadvantaged Students	35%	40%	54%	48%	29%	56%	67%	33%					

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	28%	31%			24%			26%					
Students With Disabilities	17%	27%			10%			17%					
Black/African American Students	25%	27%			22%			26%					
Hispanic Students	64%				29%								
White Students	40%				40%								
Economically Disadvantaged Students	30%	30%			26%			29%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	23%		53%	62%	23%	48%	64%	28%					
Students With Disabilities	22%		57%	67%	14%	52%	70%	42%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	22%		51%	59%	21%	47%	63%	28%					
Hispanic Students	33%				40%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	22%		51%	59%	22%	46%	59%	25%					

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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 at Fairmount Park Elementary was science, with proficiency increasing from 27% to 36%. This improvement was achieved through the implementation of more hands-on and investigative learning experiences, which allowed students to actively engage with scientific concepts. We also focused on strengthening instructional practices to ensure high-quality, effective teaching. Additionally, we placed a greater emphasis on science vocabulary review, helping students to better understand and use scientific terminology. These strategic actions collectively contributed to a more dynamic and enriching science education, leading to significant gains in student proficiency.

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 at Fairmount Park Elementary was math, with proficiency slightly increasing from 27% to 29%. Contributing factors to this low performance included the absence of a dedicated math coach to support collaborative planning and data-driven instruction. Additionally, there was a noticeable need for increased math fluency and stronger foundational math skills among students. The data also highlighted a growing need for differentiated instruction and targeted interventions to address diverse learning needs and gaps in understanding. These challenges underscored the necessity for a more robust support system and instructional strategies in math education.

Greatest Decline

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

While no specific data component showed a decline from the prior year at Fairmount Park Elementary, there remains a critical need to focus on improving math growth and proficiency. Despite a slight increase from 27% to 29% in math proficiency, the challenges highlighted include the lack of a dedicated math coach, insufficient math fluency, and foundational skills among students. Additionally, the need for differentiated instruction and targeted interventions persists. Addressing

these areas is essential to ensure sustained growth and improved performance in math.

Greatest Gap

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

The data component that showed the greatest gap at Fairmount Park Elementary School compared to the state average was mathematics, with proficiency rates increasing only slightly from 27% to 29%. Contributing factors included the absence of a dedicated math coach, insufficient math fluency, and foundational skill deficits among students. Additionally, there was a need for differentiated instruction and targeted interventions to address diverse learning needs. These challenges highlighted the necessity for a more robust support system and effective instructional strategies. Despite the slight improvement, the data indicates a significant and persistent gap, emphasizing the urgent need for comprehensive support and strategic interventions. In response, the school is committed to hiring a dedicated math coach, providing professional development, and enhancing the math curriculum to better support student learning and bridge the proficiency gap.

EWS Areas of Concern

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

1. Attendance Improvement: Implement targeted interventions to reduce chronic absenteeism and improve student engagement.
2. Behavioral Interventions: Strengthen trauma-informed practices and restorative justice approaches to reduce suspensions and improve school climate.
3. Academic Support in ELA and Math: Enhance academic interventions and support systems to address course failures in core subjects.
4. Family and Community Engagement: Organize workshops and events to empower parents and build strong community partnerships.
5. Professional Development for Staff: Provide ongoing professional development to equip teachers with effective instructional and intervention strategies.

Highest Priorities

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

1. Instructional Practice Leading to Increased Proficiency: Strengthening instructional practices to boost student proficiency across all subjects.
2. Staff Professional Development: Enhancing professional development opportunities to build staff capacity and effectiveness.
3. School Culture & Environment: Fostering a positive and inclusive school culture and environment.
4. Parent & Community Involvement: Increasing engagement and collaboration with parents and the community to support student success.

5. Student Attendance: Improving student attendance rates to ensure consistent learning opportunities.

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: The focus is on enhancing instructional practices in ELA to ensure tasks are consistently aligned with grade-appropriate standards and effectively differentiated to meet the diverse needs of all students.

Impact on Student Learning: Improving instructional practices in ELA will directly affect student learning by ensuring that all students are engaged with rigorous, standards-based tasks. This will help close achievement gaps, increase proficiency, and support overall academic growth.

Rational: Standards-based data (FAST/STAR, common assessments, walkthrough data, etc.) collected from the 2023-2024 school year showed that students were performing below grade level in ELA, with a lack of consistency in tasks aligned to grade-appropriate standards. While teachers have made significant strides in increasing their working knowledge and exposure to the B.E.S.T. standards, there is still room for improvement in consistently applying these practices and differentiating instruction across diverse classrooms. This area was identified as a crucial need based on the data review, highlighting the importance of ensuring all students benefit from high-quality, standards-aligned instruction.

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.

Proficiency in English Language Arts (ELA) will increase by 5%, from 34% to 39%, as measured by module assessments, district-provided benchmark assessments, state FAST progress monitoring assessments, and formative and summative assessments. Proficiency in English Language Arts (ELA) for 3rd grade will increase by 5%, from 39% to 44%, as measured by module assessments, district-provided benchmark assessments, state FAST progress monitoring assessments, and formative and summative assessments. Learning gains in ELA will increase by 10%, from 55% to 65%, with gains for our L25 student population to 70%.. Additionally, K-2 classrooms will see an

increase in the number of students achieving proficiency, measured by Level 3+, by 10% for each grade level. These outcomes are based on prior year data and reflect a commitment to improving ELA performance across all relevant grade levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored through intentional and scheduled classroom walkthroughs conducted by the Instructional Leadership Team (ILT), who will provide attainable and timely feedback to teachers. Ongoing data chats will occur, enabling teachers to make data-driven decisions in the classroom. Data for these chats will be derived from continuous progress monitoring using module assessments, district-provided benchmark assessments, formative and summative assessments, and FAST/STAR cycles. Additionally, Coaching Cycles will be implemented for all educators to foster continuous professional growth and excellence, ensuring that all teachers, not just those needing improvement, benefit from targeted support and development. This ongoing monitoring and support will directly impact student achievement outcomes by ensuring high-quality, standards-aligned instruction and timely interventions.

Person responsible for monitoring outcome

Andrew Akapnitis

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Intellectual Understanding of Standards: - Florida's B.E.S.T. Standards for ELA: Teachers will gain an in-depth understanding of these standards as a non-negotiable for improving student outcomes. This will include understanding what students need to know and be able to demonstrate to meet proficiency. - FELDS (PK): For Pre-K, teachers will focus on the Florida Early Learning and Developmental Standards (FELDS) to ensure foundational skills are effectively taught and reinforced. Monitoring of Interventions: - These interventions will be monitored through regular classroom walkthroughs, data chats, and Coaching Cycles. - Progress will be tracked using module assessments, district-provided benchmark assessments, formative and summative assessments, and FAST/STAR cycles. - The ILT will ensure that the implementation of these interventions is consistent and effective, providing feedback and support to teachers to maximize their impact on student achievement.

Rationale:
The rationale for implementing these evidence-based interventions is grounded in the need to ensure that all students receive high-quality, standards-aligned instruction that meets their diverse learning needs. By gaining a deep intellectual understanding of Florida's B.E.S.T. Standards for ELA and the FELDS (PK), teachers will be better equipped to deliver instruction that is both rigorous and relevant,

ensuring that students can demonstrate proficiency in key areas. Monitoring and Support: Regular monitoring and support through classroom walkthroughs, data chats, and Coaching Cycles ensure that these interventions are implemented effectively and consistently. This continuous feedback loop allows for timely adjustments and ensures that teachers receive the support they need to foster student success. The use of multiple assessment tools (module assessments, district-provided benchmarks, formative and summative assessments, FAST/STAR cycles) provides a comprehensive view of student progress, enabling data-driven decision-making.

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

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

Description of Intervention #2:
2. Targeted Interventions: - K-2 Intervention: The Flamingo small group model will be implemented. This model emphasizes differentiated, small-group instruction tailored to the specific needs of students, ensuring personalized support and targeted skill development. - 3-5 Intervention: The Accelerated Small Group Progression Plan will be used. This plan focuses on providing accelerated learning opportunities for students through small-group instruction that addresses gaps in knowledge and promotes advanced learning. Monitoring of Interventions: - These interventions will be monitored through regular classroom walkthroughs, data chats, and Coaching Cycles. - Progress will be tracked using module assessments, district-provided benchmark assessments, formative and summative assessments, and FAST/STAR cycles. - The ILT will ensure that the implementation of these interventions is consistent and effective, providing feedback and support to teachers to maximize their impact on student achievement.

Rationale:
K-2 Intervention - Flamingo Small Group Model: The Flamingo small group model is designed to provide differentiated instruction tailored to the specific needs of young learners. This model allows teachers to work closely with small groups of students, offering targeted support that addresses individual learning gaps and promotes skill development. This personalized approach is essential for building a strong foundation in literacy during the critical early years. 3-5 Intervention - Accelerated Small Group Progression Plan: The Accelerated Small Group Progression Plan focuses on providing advanced learning opportunities for students in grades 3-5. This intervention is designed to accelerate learning by addressing gaps in knowledge through focused, small-group instruction. By providing targeted support and challenging students to reach higher levels of proficiency, this plan aims to significantly boost academic outcomes in ELA. Monitoring and Support: Regular monitoring and support through classroom walkthroughs, data chats, and Coaching Cycles ensure that these interventions are implemented effectively and consistently. This continuous feedback loop allows for timely adjustments and ensures that teachers receive the support they need to foster student success. The use of multiple assessment tools (module assessments, district-provided benchmarks, formative and summative assessments, FAST/STAR cycles) provides a comprehensive view of student progress, enabling data-driven decision-making.

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

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data Chats for PK-5 Instructional and Support Staff

Person Monitoring:	**By When/Frequency:**
Andrew Akapnitis (akapnitisa@pcsb.org)	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data chats will be held for all PK-5 instructional and support staff members during the necessary time periods to allow for thoughtful and thorough collaboration between stakeholders. These chats will monitor the progress of scholars and determine the instructional practices needed to move scholars forward. This process allows all stakeholders to understand the scholars' current status, expected performance levels, and enables effective communication of the data.

Action Step #2
Facilitating Collaborative Opportunities for the ILT

Person Monitoring:	**By When/Frequency:**
Kristy Bench (benchk@pcsb.org), Natasha Hall (halln@pcsb.org), Veronica Scheibner (scheibnerv@pcsb.org)	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Instructional Leadership Team (ILT) will facilitate collaborative opportunities to refine practices, study K-5 B.E.S.T. & FELDS (PK) standards, examine and differentiate tasks, assignments, student work, and multiple data points to determine progress and plan forward. The ILT will provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned. These collaborative sessions will be differentiated based on data to build teacher capacity and lead to increased scholar growth.

Action Step #3
Data Analysis and Progress Monitoring in PLCs

Person Monitoring:	**By When/Frequency:**
Katy Foley (foleyk@pcsb.org)	Ongoing throughout the 2024-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During PLCs, the Instructional Leadership Team and classroom teachers (PK-5) will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act. Teachers in grades K-5 will present bottom quartile student testing data following each state testing cycle and conduct bottom quartile data reviews every 6-8 weeks with the ILT. Teachers and scholars will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements. Implement a plan for identifying scholars not meeting benchmarks in the early grades and bottom quartile, including targeted instruction and frequent progress monitoring to narrow and close learning gaps early.

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
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for Fairmount Park Elementary is instructional practice specifically relating to math. This focus was selected based on our data, which highlights the need to increase scholar learning and proficiency in math. To achieve this goal, we aim to improve instructional practices and build capacity among our teachers. Teachers from Kindergarten through 5th grade will work to align standards across grade levels, ensuring that students become fluent in math concepts. This alignment will also support the incorporation of differentiated and independent learning strategies, ultimately increasing scholar proficiency and addressing the crucial need identified from the prior year's data.

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.

Based on the prior year data, Fairmount Park Elementary aims to achieve specific, measurable outcomes in mathematics for the upcoming school year. Proficiency in mathematics will increase by 5%, reaching 34% proficiency. Additionally, math learning gains will increase by 10%, reaching 56%. These targets are set to ensure a significant improvement in student performance and reflect our commitment to enhancing math education across all relevant grade levels.

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 achieve the desired outcomes in mathematics, each grade level at Fairmount Park Elementary will prioritize math fluency, assessed through weekly progress monitoring tools. Data chats will occur weekly to analyze data from various sources, including weekly spiral reviews, module assessments, district-provided benchmark assessments, formative, and summative assessments, and make necessary modifications. The Instructional Leadership Team (ILT) will conduct classroom walkthroughs, providing immediate feedback to teachers. Additionally, coaching cycles will be implemented based on classroom data to support and enhance instructional practices. This ongoing monitoring process will ensure timely interventions and adjustments, ultimately improving student achievement outcomes in mathematics.

Person responsible for monitoring outcome
Andrew Akapnitis (akapnitisa@pcs.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Intellectual Understanding of Standards: - Florida's B.E.S.T. Standards for Math (K-5): Teachers will gain an in-depth understanding of these standards as a non-negotiable for improving student outcomes. This will include understanding what students need to know and be able to demonstrate to meet proficiency. 2. Monitoring of Interventions: - These interventions will be monitored through regular classroom walkthroughs, data chats, and coaching cycles. - Progress will be tracked using module assessments, district-provided benchmark assessments, formative and summative assessments, and FAST/STAR cycles. - The ILT will ensure that the implementation of these interventions is consistent and effective, providing feedback and support to teachers to maximize their impact on student achievement.

Rationale:

The rationale for implementing these evidence-based interventions in math is grounded in the need to ensure that all students receive high-quality, standards-aligned instruction that meets their diverse learning needs. By gaining a deep intellectual understanding of Florida's B.E.S.T. Standards for Math, teachers will be better equipped to deliver instruction that is both rigorous and relevant, ensuring that students can demonstrate proficiency in key areas. The state has adopted new standards called the B.E.S.T. Standards. K-5 teachers will be exposed to the the B.E.S.T. Standards for the third year. The B.E.S.T. standards were made with the thought of being vertically aligned and horizontally aligned. Monitoring and Support: Regular monitoring and support through classroom walkthroughs, data chats, and coaching cycles ensure that these interventions are implemented effectively and consistently. This continuous feedback loop allows for timely adjustments and ensures that teachers receive the support they need to foster student success. The use of multiple assessment tools (benchmark assessments, district-provided benchmarks, formative and summative assessments, FAST/STAR cycles) provides a comprehensive view of student progress, enabling data-driven decision-making.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Targeted Interventions: - K-5 Intervention: Small group intervention will take place in grades K-5 to be provided by homeroom teacher and/or additional staff members with intentionally planned benchmarks and targeted students. Monitoring of Interventions: - These interventions will take place during core math instruction and be monitored through regular classroom walkthroughs, data chats, and coaching cycles. - Progress will be tracked using unit assessments, district-provided benchmark assessments, formative and summative assessments, and FAST/STAR cycles. - The ILT will ensure that the implementation of these interventions is consistent and effective, providing feedback and support to teachers to maximize their impact on student achievement.

Rationale:

The implementation of small group interventions in grades K-5 is crucial to addressing the diverse learning needs of students and ensuring they receive personalized support. These interventions,

provided by homeroom teachers and/or additional staff members, will be intentionally planned with specific benchmarks and targeted students in mind. This approach allows for more focused instruction, helping to close learning gaps and promote proficiency in math.

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

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Track and input weekly math fluency and spiral data into spreadsheets

Person Monitoring:	**By When/Frequency:**
Elizabeth Johns (johnse@pcsb.org)	Weekly/ongoing throughout 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ILT will systematically monitor the impact of these action steps by analyzing data collected during weekly grade-level math meetings. Teachers will input math fluency and spiral data into spreadsheets, offering a clear and organized view of student progress. During these meetings, Grade-Level Math Leads will review the data to identify trends, successes, and areas needing improvement. The ILT will also conduct regular classroom walkthroughs to observe the implementation of interventions and provide immediate feedback to teachers. This continuous feedback loop ensures that instructional strategies effectively address student needs, enabling timely adjustments to maximize student achievement and proficiency in math. One new addition to our data collection this year will be the utilization of the District-provided Running Records assessments in addition, subtraction, multiplication, and division for grades K-5 this year (as appropriate to grade-level content). These resources, available on Canvas, are instrumental in addressing fundamental gaps and serve as excellent monitoring tools.

Action Step #2
Data chats during PLCs and with all stakeholders at meetings throughout the school year

Person Monitoring:	**By When/Frequency:**
Elizabeth Johns (johnse@pcsb.org)	Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ILT will monitor the impact of data chats through a comprehensive approach involving PLCs, data analysis meetings, and ongoing discussions with all stakeholders. The ILT and classroom teachers will analyze subgroup progress as identified by the ESSA during PLCs, while ongoing data chats with teachers and scholars will assess progress, motivate students, and celebrate improvements. Additionally, a plan will be implemented to identify and support scholars not meeting benchmarks, particularly in the early grades and bottom quartile, through targeted instruction and frequent progress monitoring. This structured monitoring process ensures timely identification and intervention, promoting student success and closing achievement gaps.

Action Step #3
Utilization of the B1G-M Document for math core instruction and planning

Person Monitoring: **By When/Frequency:**
Elizabeth Johns (johnse@pcsb.org)   Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The primary resource for daily and weekly math planning and instruction in grades K-5 will be the B1G-M Resource, which provides tiered tasks for each grade-level benchmark. This resource allows for rigorous grade-level content instruction while offering additional scaffolds and tiered strategies to ensure equitable access for all students. The ILT will conduct regular classroom walkthroughs to observe the implementation of the B1G-M Resource and provide immediate feedback to support effective instructional practices, ensuring that the needs of all students are met as well as resource utilization in planning sessions.

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for Fairmount Park Elementary is instructional practice specifically relating to science. This focus was selected based on prior year data, which highlighted the need to increase scholar learning and proficiency in science. Improving instructional practices and building capacity in our teachers are essential steps to achieving this goal. By strengthening these practices, we aim to enhance the quality of science education, thereby increasing scholar proficiency and ensuring that students are better equipped to understand and engage with scientific concepts. This targeted approach addresses a crucial need identified from our data review, aiming to foster a more robust and effective science learning environment.

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.

Based on prior year data, Fairmount Park Elementary aims to achieve a measurable outcome in science for the upcoming school year. Specifically, proficiency in science will increase to 40%, as measured by the Florida Statewide Science Assessment for Grade 5. This data-based, objective outcome reflects our commitment to improving science education and ensuring that more students meet proficiency standards.

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.

The monitoring of this area of focus will involve several key strategies to ensure the desired outcomes in science are achieved. The Instructional Leadership Team (ILT) will conduct regular classroom walkthroughs and provide timely feedback to teachers, facilitating immediate improvements in instructional practices. Data chats will be held frequently to make data-driven decisions, drawing on information from module assessments, district-provided benchmark assessments, and formative and summative assessments. Additionally, coaching cycles will be implemented based on teacher interest and identified needs from the data. This ongoing monitoring process will enable timely interventions and support, ultimately enhancing student achievement outcomes in science.

Person responsible for monitoring outcome
Kristy Bench (Benchk@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
To achieve the measurable outcomes in science, Fairmount Park Elementary will implement evidence-based interventions focused on gaining a deep understanding of the Next Generation Sunshine State Standards (NGSSS). Teachers will be trained to align their instructional practices with these standards, ensuring that all lessons and activities are designed to meet state benchmarks and promote student proficiency in science.

Rationale:
The state adopted the Next Generation Sunshine State Standards (NGSSS) for science in 2008, emphasizing the necessity for all lessons to be aligned with these standards. CPALMS (www.CPALMS.org) provides carefully vetted lessons to ensure alignment with NGSSS. By ensuring that teachers have a thorough understanding of these standards, we can guarantee that instruction is both rigorous and relevant. This alignment is crucial for improving student outcomes, as it ensures consistency and coherence in the curriculum across all grade levels.

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

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

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction)

Person Monitoring:	**By When/Frequency:**
Cunninghamde@pcsb.org	Weekly

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

The Instructional Leadership Team (ILT) will conduct regular classroom walkthroughs to observe the implementation of the 3-I instructional routine. Informal data collection will be used to monitor student understanding, and immediate feedback will be provided to teachers. This process ensures that instructional practices are effective and that student learning is continuously assessed and supported.

Action Step #2

Data chats will be held during PLCs and with all stakeholders (i.e., staff, scholars, families, and community)

Person Monitoring:	**By When/Frequency:**
Benchk@pcsb.org	Ongoing throughout the 24-25 school year

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

During PLCs, the ILT and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act (ESSA). These data chats will provide insights into student progress, allowing for timely interventions and support. Regular reviews and discussions with all stakeholders will ensure that everyone is informed and involved in the process of improving student outcomes.

Action Step #3

Instructional Leadership Team will facilitate weekly collaborative sessions with classroom teachers

Person Monitoring:	**By When/Frequency:**
Benchk@pcsb.org	Monthly

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

The ILT will conduct data analysis meetings during PLCs to monitor the progress of all subgroups. Teachers and scholars will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements. Additionally, a plan will be implemented to identify scholars not meeting benchmarks in the early grades and bottom quartile, including targeted instruction and frequent progress monitoring. This comprehensive monitoring process ensures that instructional practices are continuously refined and that student learning gaps are addressed promptly.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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

- Provide print-rich, explicit, systematic, and scaffolded/differentiated instruction to meet the needs of all learners.
- Teach students to decode words, analyze word parts, and recognize words, focusing on fluency and alphabetics.
- Increase opportunities for oral language and vocabulary instruction.

- Teach students how and when to use reading comprehension strategies.
- Ensure each student reads connected text daily to support reading accuracy, fluency, and comprehension.
- Conduct data chats on school-wide, district, and state assessments in a timely manner for data-driven decision making.
- Use coaching cycles to increase teacher autonomy and knowledge.
- Implement the University of Florida Lastinger Flamingo Small Group Model with fidelity.

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

We will strategically focus on deepening our knowledge around the Pinellas Early Literacy Initiative, emphasizing VPK-2 classrooms. This initiative ensures equitable use of resources, including instructional supports, school-based professional development, and cycles of coaching and feedback. Our aim is to strengthen teaching in key areas such as oral language and vocabulary instruction, data-driven small groups, and establishing a robust core learning environment. Prior year data highlighted a significant need for improvement in early literacy skills, indicating that a strong foundation in these areas is crucial for future academic success. By addressing these needs, we can enhance student engagement and achievement in reading/ELA from an early age.

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

For grades 3-5, we will continue the full implementation of the B.E.S.T. Standards, ensuring the equitable use of resources including instructional supports, school-based professional development, and cycles of coaching and feedback. The prior year's data indicated that while initial implementation of the B.E.S.T. Standards showed progress, there is a need for continued focus and consistency to fully realize their benefits. By maintaining a strategic focus on these standards, we aim to improve instructional practices, thereby enhancing student learning outcomes in reading/ELA for upper elementary grades. This continued emphasis will help bridge the gap identified in previous years and support students in achieving proficiency in essential literacy skills.

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

- Provide print-rich, explicit, systematic, and scaffolded/differentiated instruction to meet the needs of all learners.
- Teach students to decode words, analyze word parts, and recognize words, focusing on fluency and alphabetics.
- Increase opportunities for oral language and vocabulary instruction.
- Teach students how and when to use reading comprehension strategies.
- Ensure each student reads connected text daily to support reading accuracy, fluency, and

comprehension.

- Conduct data chats on school-wide, district, and state assessments in a timely manner for data-driven decision making.
- Use coaching cycles to increase teacher autonomy and knowledge.
- Implement the Accelerated Learning Plan with fidelity.

Grades K-2: Measurable Outcome(s)

Last year, 38% of students in grades K-2 scored at or above a Level 3 on the PM3 STAR assessment, according to the SEL and SR Concordance Table. Our objective is to increase this percentage from 38% to 55%. Specifically, we aim to improve the performance of kindergarten students from 40% to 55%, first-grade students from 37% to 52%, and second-grade students from 22% to 42%.

Grades 3-5: Measurable Outcome(s)

We are committed to achieving a significant improvement in English Language Arts proficiency. Our goal is to increase proficiency by 10%, elevating it from 34% to 44%. This ambitious target will be measured through a comprehensive array of assessments, including the FAST assessment, module assessments, district-provided benchmark assessments, as well as formative and summative assessments. By focusing on these varied and rigorous metrics, we aim to ensure that our students not only meet but exceed their academic potential, reflecting our dedication to educational excellence.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring the implementation of this Area of Focus will be multifaceted to ensure the desired outcomes are achieved. The following strategies will be employed:

1. **Learning Walks:**
   - Regular learning walks will be conducted to observe the implementation of best practices in classrooms. These observations will focus on instructional strategies, student engagement, and the use of resources.
   - Immediate, actionable feedback will be provided to teachers based on observations to enhance instructional practices.
2. **Data Analysis through Professional Learning Communities (PLCs):**
   - Data will be analyzed systematically during PLC meetings. This includes reviewing assessment results, student work samples, and other relevant data to identify trends, strengths, and areas for improvement.
   - PLCs will facilitate collaborative discussions on effective strategies and interventions to support student achievement.

3. **Goal Setting and Progress Monitoring:**
   - School-wide, grade-level, and individual goals will be set based on baseline data. Progress towards these goals will be monitored regularly.
   - Teachers will use formative assessments to track student progress and adjust instruction as needed to meet set goals.

4. **Feedback:**
   - Providing attainable and relevant feedback to teachers is crucial. Feedback will be specific, timely, and focused on strategies to improve student outcomes.
   - Continuous professional development and coaching will be provided to support teachers in implementing feedback effectively.

5. **Collaborative Planning:**
   - Collaborative planning sessions will be held to align instructional practices with the Area of Focus. Teachers will work together to develop lesson plans, share resources, and discuss instructional strategies.
   - These sessions will ensure consistency in the implementation of the Pinellas Early Literacy Initiative and the B.E.S.T. Standards across grade levels.

Ongoing monitoring through these methods will allow for timely adjustments to instruction and interventions, directly impacting student achievement outcomes by ensuring that instructional practices are effectively meeting the needs of all students.

Person responsible for monitoring outcome
Andrew Akapnitis (akapnitisa@pcsb.org), Kristy Bench (benchk@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
In grades K-5, we will implement a comprehensive set of evidence-based interventions designed to meet the diverse needs of our students and achieve the measurable outcomes. These interventions include providing print-rich, explicit, systematic, and scaffolded/differentiated instruction to ensure all learners can access and engage with the curriculum. We will teach students to decode words, analyze word parts, and recognize words, thereby reinforcing the effectiveness of instruction in alphabetics with a strong emphasis on fluency. Increased opportunities for oral language and vocabulary instruction will be integrated into daily lessons, along with explicit teaching of reading comprehension strategies to help students understand when and how to use them. Additionally, we will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:
Evidence-based interventions in grades K-5 is rooted in extensive educational research and best practices that underscore the importance of a structured and differentiated approach to literacy

instruction. Providing a print-rich environment ensures that all learners, regardless of their starting point, have access to engaging and comprehensible texts, fostering a love for reading and improving literacy outcomes. Explicit, systematic instruction helps students grasp the mechanics of reading, while scaffolded and differentiated approaches address the varied learning needs within the classroom, ensuring that each student can progress at an appropriate pace. Teaching students to decode words, analyze word parts, and recognize words emphasizes the development of fluency, which is critical for reading proficiency. Additionally, integrating opportunities for oral language and vocabulary instruction into daily lessons enhances students' language skills, which are foundational for comprehension. Explicitly teaching reading comprehension strategies helps students become more effective and strategic readers, improving their ability to understand and analyze texts. Ensuring that each student reads connected text every day supports reading accuracy, fluency, and comprehension, providing the practice necessary to reinforce and apply their learning. This comprehensive approach aims to create a robust literacy foundation for all students, thereby improving overall academic achievement and meeting our measurable outcomes.

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

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

Description of Intervention #2:
Data chats involving school-wide, district, and state assessments will be conducted in a timely manner to drive data-driven decision-making. These data chats will help identify areas of strength and areas needing improvement, enabling targeted interventions. Coaching cycles will be implemented to increase teacher autonomy and knowledge, fostering a culture of continuous improvement. Furthermore, we will implement the University of Florida Lastinger Flamingo Small Group Model with fidelity, providing tailored support to small groups of students to address their specific learning needs.

Rationale:
The rationale for conducting data chats involving school-wide, district, and state assessments in a timely manner is to ensure that decision-making is driven by accurate and current data. These data chats allow educators to identify areas of strength and areas needing improvement, enabling targeted interventions that are responsive to student needs. Implementing coaching cycles is essential for increasing teacher autonomy and knowledge, fostering a culture of continuous improvement where teachers are empowered to refine their instructional practices based on feedback and data. Additionally, the implementation of the University of Florida Lastinger Flamingo Small Group Model with fidelity provides tailored support to small groups of students, addressing their specific learning needs and ensuring that interventions are precise and effective. This comprehensive approach ensures that instructional practices are data-informed and targeted, ultimately leading to improved student outcomes.

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

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement Data-Driven Instruction

Person Monitoring:
Andrew Akapnitis (akapnitisa@pcsb.org)

By When/Frequency:
Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will implement data-driven instruction by conducting regular data chats involving school-wide, district, and state assessments. These data chats will be scheduled bi-weekly to review student performance data, identify trends, and determine areas of strength and improvement. During these meetings, teachers will collaboratively analyze data to inform instructional decisions and develop targeted interventions for students who are struggling. This practice will ensure that instruction is responsive to student needs and based on the most current data. The impact of this action step will be monitored through the review of assessment data during data chats and subsequent tracking of student progress. We will use data dashboards to visualize progress and adjust instructional strategies as needed. Additionally, feedback from these meetings will be documented and used to refine instructional practices, ensuring continuous improvement.

Action Step #2
Strengthen Professional Development and Coaching Cycles

Person Monitoring:
Veronica Scheibner (Scheibnerv@pcsb.org), Natasha Hall (Halln@pcsb.org)

By When/Frequency:
Monthly/Quarterly throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will strengthen professional development and coaching cycles by providing ongoing training and support to teachers. This will include workshops on best practices in literacy instruction, data analysis, and the implementation of the University of Florida Lastinger Flamingo Small Group Model. Coaching cycles will involve regular classroom observations, feedback sessions, and collaborative planning to ensure teachers are effectively applying what they learn in professional development. The impact of this action step will be monitored through the observation of classroom practices and the collection of feedback from teachers. We will track the implementation of strategies discussed during coaching sessions and measure their effectiveness through student performance data. Regular follow-up sessions will ensure that teachers receive the support they need and that coaching cycles lead to improved instructional practices.

Action Step #3
Enhance Literacy Instruction Across All Grades

Person Monitoring:
Kristy Bench (Benchk@pcsb.org)

By When/Frequency:
Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will enhance literacy instruction across all grades by integrating the Pinellas Early Literacy Initiative in grades K-2 and the B.E.S.T. Standards in grades 3-5. This will involve providing teachers with resources and training to deliver print-rich, explicit, systematic, and scaffolded/differentiated instruction. Additionally, we will implement daily opportunities for students to engage in oral language and vocabulary instruction, decoding practice, and reading connected text. The impact of this action step will be monitored through learning walks, where administrators and instructional coaches observe classroom instruction to ensure the consistent application of literacy strategies. Student progress will be tracked through formative and summative assessments, and data from these

assessments will be reviewed during PLC meetings. Feedback from these observations and data reviews will guide further professional development and instructional adjustments.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The focus on Positive Behavior Interventions and Supports (PBIS) is essential for creating a positive school culture that promotes good behavior and academic success, relating to the schoolwide expectations. By implementing PBIS across all grade levels, we aim to establish clear behavioral expectations, provide consistent consequences, and recognize positive behaviors, which in turn will enhance the overall learning environment. This focus was identified as a crucial need based on prior year data, which showed high rates of behavioral incidents and a need for a more supportive and structured school climate.

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.

Based on prior year data, Fairmount Park Elementary aims to achieve the following measurable outcomes through the implementation of PBIS:

- Decrease the number of students with multiple referrals by 10%, reducing from 21% of K-5 students in the 2023-24 school year to no more than 18% of K-5 students.
- Decrease the overall percentage of referrals for each grade level by 5%.

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.

The implementation and effectiveness of PBIS will be monitored through regular reviews of behavior data, including office referrals and Class Dojo points. The Instructional Leadership Team (ILT) will conduct monthly data reviews to track progress and identify areas needing further intervention. Additionally, climate surveys will be conducted twice a year to gather feedback from students, staff, and families. This ongoing monitoring will enable timely adjustments to strategies, ensuring continuous improvement in student behavior and overall school climate.

Person responsible for monitoring outcome
Untilla McCall-Davis (McCall-davisu@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
To achieve the measurable outcomes, Fairmount Park Elementary will implement the PBIS framework, which includes several key practices and programs. This involves setting clear behavioral expectations, providing consistent consequences, and recognizing positive behaviors. Staff will be trained on PBIS strategies and the framework will be consistently implemented school-wide. The PBIS framework will align with our Core Priorities, particularly focusing on strengthening trauma-informed practices and fostering a positive school culture and climate. This includes professional development sessions on trauma-informed care and restorative practices. Additionally, the PBIS implementation will support our five core priorities, specifically strengthening trauma-informed practices, engaging families and the community, and fostering a positive school culture and climate. A school counselor will be added to provide classroom lessons and support the small group model for targeted Tier 2 and Tier 3 students. The Instructional Leadership Team (ILT) will conduct regular walkthroughs to observe the implementation of PBIS expectations and overall school climate.

Rationale:
The PBIS framework is supported by evidence showing that positive reinforcement and clear behavioral expectations lead to improved student behavior and a more positive school climate. Implementing PBIS addresses the root causes of behavioral issues and fosters a supportive learning environment. By integrating the PBIS framework with our Core Priorities, we ensure a comprehensive approach to improving school culture and student outcomes. The addition of a school counselor and targeted support for Tier 2 and Tier 3 students further enhances our ability to meet the diverse needs of our students and create a positive school environment. This strategy ensures that all aspects of student well-being and behavior management are addressed, promoting a cohesive and effective approach to school improvement.

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 #1
Train staff on PBIS strategies and consistently implement the PBIS framework school-wide.

Person Monitoring:
Andrew Akapnitis (akapnitisa@pcsb.org)

By When/Frequency:
Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact of training staff on PBIS strategies and implementing the framework school-wide will be monitored through a multi-faceted approach. The Instructional Leadership Team (ILT) will conduct regular classroom walkthroughs to observe the application of PBIS strategies and adherence to

behavioral expectations. Monthly data reviews of behavior incidents and Class Dojo points will be conducted to track improvements and identify any areas requiring additional support. Additionally, climate surveys will be administered twice a year to gather feedback from students, staff, and families regarding the effectiveness of PBIS implementation. This continuous monitoring and feedback loop will allow for timely adjustments to the PBIS strategies, ensuring they are effectively fostering a positive school climate and improving student behavior.

Action Step #2
Implement a small group model for targeted Tier 2 and Tier 3 students, supported by the school counselor and Student Services team.

Person Monitoring:	**By When/Frequency:**
Andrew Akapnitis (akapnitisa@pcsb.org)	Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation of a small group model for targeted Tier 2 and Tier 3 students will be monitored through regular progress tracking and data analysis. The school counselor and Student Services team will provide weekly updates on the progress of students in these small groups. Data from formative assessments, behavior records, and academic performance will be reviewed during PLC meetings to assess the effectiveness of the interventions. The ILT will also conduct periodic check-ins and observations to ensure that the small group sessions are being conducted effectively and are aligned with PBIS strategies. Feedback from teachers, students, and parents will be collected to further refine and improve the intervention process, ensuring that it meets the needs of the students and contributes to a positive and supportive school environment.

Area of Focus #2

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.

The focus on improving student attendance is critical for ensuring that students are consistently engaged in the learning process. Regular attendance is directly linked to academic success and overall student well-being. Prior year data indicated that attendance rates were below the desired levels, impacting student learning outcomes. By addressing student attendance, we aim to create a culture of accountability and support, ensuring that students are present and ready to learn.

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.

Prior year data indicated that attendance rates were below the desired levels, impacting student learning outcomes. To address this, Fairmount Park Elementary aims to increase overall student attendance rates by 4% for each relevant grade level and achieve an overall daily attendance rate of

at least 92%. Additionally, the goal is to decrease the number of students with chronic absenteeism (defined as missing 10% or more of the school year) by 6%. By addressing student attendance, we aim to create a culture of accountability and support, ensuring that students are present and ready to learn.

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.

The effectiveness of attendance improvement strategies will be monitored through weekly CST meetings, which will now include classroom teachers in addition to the CST team, to conduct regular reviews of attendance data, identify trends, and pinpoint at-risk students. Monthly parent-teacher meetings will also be held to discuss attendance issues and develop individualized support plans. Additionally, strategies will be continuously adjusted based on the data and feedback from stakeholders to ensure ongoing improvement in student attendance.

Person responsible for monitoring outcome
Andrew Akapnitis (akapnitisa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Fairmount Park Elementary will implement Tier 2 and Tier 3 interventions, as deemed necessary by the CST team based on weekly data reviews. These interventions will include individualized support plans, regular check-ins, and collaboration with families to address the specific barriers faced by students with attendance issues.

Rationale:
Targeted, personalized support is effective in addressing the diverse and often complex reasons behind chronic absenteeism. By regularly reviewing data, the CST team can promptly identify students who are at risk and tailor interventions to meet their unique needs. This proactive and responsive strategy ensures that each student receives the appropriate level of support, thereby improving attendance rates and fostering a more inclusive and supportive school environment. Collaboration with families is also critical, as it helps to address external factors influencing attendance and builds a partnership aimed at ensuring the student's success.

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

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

Description of Intervention #2:
School-wide attendance incentive programs will be developed to reward regular attendance and punctuality. These programs will include recognition ceremonies, awards, and tangible rewards for

students who meet attendance goals. The Attendance Team, in conjunction with classroom teachers, will review attendance data weekly to identify at-risk students and tailor interventions to meet their needs.

Rationale:
Positive reinforcement can significantly enhance student motivation and behavior. By acknowledging and rewarding good attendance, we create a positive school culture that values and promotes regular attendance. This not only incentivizes students to attend school consistently but also highlights the importance of being present and punctual. Furthermore, by having the Attendance Team, in conjunction with classroom teachers, review attendance data weekly, we can promptly identify at-risk students and tailor interventions to meet their needs. This ongoing review and targeted support ensure that attendance issues are addressed quickly and effectively, helping to reduce chronic absenteeism and support overall student success.

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 #1
Develop and implement school-wide attendance incentive programs to reward regular attendance and punctuality.

Person Monitoring:	**By When/Frequency:**
Dominique DeMent (Dementd@pcsb.org)	Ongoing throughout the 24-25 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact of the school-wide attendance incentive programs will be monitored through weekly reviews of attendance data by the Attendance Team and classroom teachers. Participation rates in the incentive programs will be tracked, and the number of students meeting attendance goals will be recorded. Monthly reports will be generated to analyze trends and measure improvements in attendance rates. Feedback from students, parents, and teachers will be collected to assess the effectiveness of the incentive programs and make necessary adjustments. Recognition ceremonies and award distributions will be documented to ensure that achievements are celebrated and visible within the school community, reinforcing the importance of regular attendance.

Action Step #2
Create individualized support plans for students with chronic absenteeism, involving regular check-ins and collaboration with families.

Person Monitoring:	**By When/Frequency:**
Kristy Bench (Benchk@pcsb.org)	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact of individualized support plans for students with chronic absenteeism will be monitored through detailed tracking and documentation of each student's attendance patterns and progress. Weekly CST meetings, including classroom teachers, will be held to review attendance data and discuss the effectiveness of the support plans. Regular check-ins with students and their families will be scheduled, and notes from these meetings will be recorded to identify any ongoing barriers to

attendance. Adjustments to the support plans will be made based on the data collected and feedback from students and families. This continuous monitoring and iterative approach will ensure that the support plans are responsive to the students' needs and contribute to improved attendance rates.

Action Step #3

Conduct weekly data reviews by the CST team and classroom teachers to identify at-risk students and implement timely interventions.

Person Monitoring:	**By When/Frequency:**
Kristy Bench (Benchk@pcsb.org)	Weekly

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

The impact of weekly data reviews by the CST team and classroom teachers will be monitored through the systematic collection and analysis of attendance data. During the weekly meetings, attendance trends will be examined to identify at-risk students and determine the effectiveness of current interventions. Action plans for identified students will be developed and documented, with follow-up actions scheduled to ensure timely implementation. Progress will be tracked and discussed in subsequent meetings, allowing the team to make data-driven decisions and adjust interventions as needed. The documentation of these reviews and interventions will provide a clear record of actions taken and their outcomes, ensuring accountability and continuous improvement in addressing student attendance issues.

Area of Focus #3

Other

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 focus is to create a positive school culture that actively involves parents and the community, fostering a collaborative environment where everyone shares responsibility for student success. This initiative will strengthen partnerships with families, encouraging their participation in their children's education while holding them accountable for contributing to the school community. By integrating parents into the fabric of school life, we aim to build a supportive network that enhances student well-being and academic achievement.

A positive school culture is essential for student success and overall school improvement. Research shows that when parents are actively involved in their children's education, students exhibit higher academic performance, better behavior, and increased motivation. However, for this involvement to be effective, there must be clear expectations and accountability for parents as part of the school community.

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.

For the 2023-24 school year, Fairmount Park Elementary School saw 45% participation in family engagement surveys, 60% attendance at parent-teacher conferences, an 89% student attendance rate, 150 behavior incidents school-wide, and academic performance with 42% of Grade 3, 48% of Grade 4, and 50% of Grade 5 students meeting or exceeding grade-level expectations in ELA and Math. For the 2024-25 school year, we aim to increase family engagement survey participation to 70%, parent-teacher conference attendance to 80%, and the student attendance rate to 93%. We also plan to reduce behavior incidents to 100 or fewer and boost academic performance, with targets of 55% for Grade 3, 60% for Grade 4, and 65% for Grade 5 students meeting or exceeding grade-level expectations in ELA and Math. These outcomes will be achieved through targeted family engagement initiatives, enhanced parent-teacher interactions, attendance improvement programs, expanded behavioral support systems, and data-driven academic interventions, fostering a more engaged, accountable, and supportive school community.

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 ensure the desired outcomes for the Positive Culture and Environment Area of Focus at Fairmount Park Elementary School, we will implement a comprehensive monitoring system involving regular data collection and analysis on family engagement, attendance, behavior incidents, and academic performance. We will track family engagement through digital sign-ins and surveys, monitor daily attendance with weekly reviews and interventions, and record behavior incidents bi-weekly to adjust restorative practices. Academic performance will be assessed regularly, with monthly reviews to fine-tune interventions. Continuous communication with parents and data-driven strategy adjustments will enhance student achievement and foster a positive school culture.

Person responsible for monitoring outcome
Andrew Akapnitis (akapnitisa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
We are implementing a Family-School Partnership Model as our evidence-based intervention to achieve the measurable outcomes in our Positive Culture and Environment Area of Focus. This model involves structured practices such as regular family workshops, parent-teacher collaboration meetings, and community-building events. The program also includes training for teachers on effective family engagement strategies and the development of individualized family engagement plans tailored to each student's needs. To support this model, we will use digital communication tools

to maintain consistent and transparent communication with parents, ensuring they are well-informed and actively involved in their children's education. Monitoring of these interventions will include tracking participation rates, gathering feedback from parents and teachers, and analyzing the impact on student attendance, behavior, and academic performance.

Rationale:
Research indicates that when schools actively involve parents and establish strong partnerships, students demonstrate better academic achievement, improved attendance, and reduced behavior problems. This model aligns with our goal of creating a supportive and accountable school community. By implementing evidence-based practices that foster collaboration and communication between families and the school, we aim to build a cohesive environment that supports student success. Monitoring these interventions through regular data collection and analysis will allow us to make data-driven adjustments, ensuring the continuous improvement of our engagement strategies and their positive impact on our students' overall educational experience.

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 #1
Regular Family Workshops

Person Monitoring:
Andrew Akapnitis (akapnitisa@pcsb.org)

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will establish regular parent-teacher collaboration meetings where individualized family engagement plans are developed and reviewed. These meetings will focus on setting academic and behavioral goals for students, with clear action steps for parents and teachers to support these goals. The school will monitor the impact of these meetings by tracking the progress of students against their goals, collecting feedback from both parents and teachers, and analyzing any changes in student performance and behavior. Regular reviews will ensure that plans are updated and adjusted as needed to maintain their effectiveness.

Action Step #2
Community-Building Events

Person Monitoring:
Kristy Bench (benchk@pcsb.org)

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To foster a sense of community and strengthen the school-family bond, we will host quarterly community-building events, such as family fun nights, cultural celebrations, and school-wide picnics. These events aim to create a welcoming and inclusive environment where families can connect with each other and with school staff. The impact of these events will be monitored through participation rates, feedback forms collected at each event, and observations of changes in school climate as reported in climate surveys. By regularly reviewing this data, we will be able to assess the effectiveness of these events in building a supportive school community.

Action Step #3
Parent-Teacher Collaboration Meetings

Person Monitoring:	**By When/Frequency:**
Katy Foley (foleyk@pcsb.org)	Quarterly

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

We will establish regular parent-teacher collaboration meetings where individualized family engagement plans are developed and reviewed. These meetings will focus on setting academic and behavioral goals for students, with clear action steps for parents and teachers to support these goals. The school will monitor the impact of these meetings by tracking the progress of students against their goals, collecting feedback from both parents and teachers, and analyzing any changes in student performance and behavior. Regular reviews will ensure that plans are updated and adjusted as needed to maintain their effectiveness.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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