

Pinellas County Schools

CAMPBELL PARK ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Working together to help every student achieve academically and live a life of purpose.

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kim Noorbakhsh

noorbakhshk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The elementary school principal leads the development and execution of the plan, ensuring it aligns with district goals and educational standards. Key responsibilities include setting clear objectives, managing resources, and fostering a collaborative environment among staff. The principal analyzes student performance data to inform decision-making, oversees professional development, and ensures effective teaching practices. They also engage with parents and the community to garner support and maintain transparency. Their leadership is essential in creating a positive school culture and driving continuous improvement in student achievement and overall school performance.

Leadership Team Member #2

Employee's Name

Tiffany Cooney

Cooneyt@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The elementary school assistant principal collaborates with the principal and staff to develop and monitor action plans, ensure alignment with educational standards, and promote a culture of continuous improvement. Responsibilities include analyzing student performance data, identifying areas for growth, and supporting targeted interventions. They also coordinate professional development for teachers, foster a positive school climate, and engage with parents and the community to ensure everyone is aligned with the school's goals. Their leadership and organizational skills are essential in driving academic success and overall school improvement.

Leadership Team Member #3

Employee's Name

Kara McPherson

McPhersonK@pcsb.org

Position Title

Literacy Coach

Job Duties and Responsibilities

The literacy coach works closely with Kindergarten to fifth grade teachers to develop and implement effective literacy instruction strategies, aligned with the school's goals. Responsibilities include providing professional development, modeling best practices, and offering feedback on instructional techniques. The literacy coach analyzes student literacy data to identify trends and areas for intervention, supporting targeted instructional planning. They also collaborate with administrators to ensure literacy initiatives are integrated into the overall school improvement plan, fostering a culture of continuous improvement and ensuring all students achieve literacy proficiency.

Leadership Team Member #4

Employee's Name

Megan Hires

HiresM@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

The elementary math coach collaborates with teachers to develop and apply effective math teaching strategies, ensuring alignment with the school's goals. Key responsibilities include providing professional development, modeling best practices, and giving feedback on instructional methods. The math coach analyzes student performance data to identify areas needing improvement and supports targeted intervention strategies. They work with administrators to integrate math initiatives into the overall school improvement plan, promoting a culture of continuous improvement and ensuring all students achieve math proficiency.

Leadership Team Member #5**Employee's Name**

Kelly Trippett

TrippettK@pcsb.org

Position Title

Science Coach

Job Duties and Responsibilities

The elementary science coach collaborates with teachers to develop and implement effective science teaching strategies, ensuring alignment with the school's improvement goals. Responsibilities include providing professional development, modeling best practices, and offering constructive feedback on instructional techniques. The science coach analyzes student performance data to identify trends and areas for targeted intervention. They work closely with administrators to integrate science initiatives into the overall school improvement plan, fostering a culture of continuous improvement and ensuring all students achieve proficiency in science.

Leadership Team Member #6**Employee's Name**

Ottesha Williams

WilliamsO@pcsb.org

Position Title

MTSS Academic Coach

Job Duties and Responsibilities

The MTSS academic coach enhances academic interventions and supports. They collaborate with teachers to develop and implement tiered instruction strategies, ensuring they align with the school's

goals. Responsibilities include providing professional development, modeling evidence-based practices, and offering feedback on instructional techniques. The MTSS coach analyzes student performance data to identify students needing additional support and guides the development of targeted intervention plans. They work with administrators to integrate MTSS initiatives into the overall school improvement plan, fostering a culture of continuous improvement and ensuring all students receive the support they need to succeed academically.

Leadership Team Member #7

Employee's Name

Bobby Coston

CostonB@pcsb.org

Position Title

MTSS Behavior Coach

Job Duties and Responsibilities

The MTSS behavior coach enhances behavioral interventions and supports. They work with teachers to develop and implement tiered behavior management strategies, ensuring alignment with the school's goals. Key responsibilities include providing professional development, modeling effective behavior management techniques, and offering feedback on classroom practices. The behavior coach analyzes behavioral data to identify students needing additional support and guides the creation of targeted intervention plans. They collaborate with administrators to integrate MTSS behavior initiatives into the overall school improvement plan, fostering a positive school climate and promoting student success.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

- **School Leadership Team Involvement:** The School Leadership Team, consisting of administrators, teachers, and support staff, plays a central role in the SIP development. We conduct regular meetings to discuss the school's vision, goals, and areas for improvement. Their insights and expertise guide the initial planning stages of the SIP.

- **Teacher and Staff Input:** Teachers and school staff are essential stakeholders in the SIP development process. We conduct data chats with teachers to gather their input on student performance, classroom challenges, and instructional needs. Their input helps identify areas that require additional support and informs strategies to enhance teaching practices.
- **Parent and Family Engagement:** We actively involve parents and families through surveys, family nights, and parent conferences. By collecting their feedback, we better understand their perspectives, concerns, and aspirations for their children's education. This input is invaluable in shaping the SIP to align with the needs and expectations of our school community.
- **Community and Business Leaders:** Engaging with business and community leaders is essential for garnering external support and resources. We hold meetings with local leaders to discuss opportunities for partnerships and collaborations that can enrich the SIP with additional resources and experiences for our students.
- **Data Analysis and Prioritization:** After gathering input from stakeholders, we carefully analyze the data to identify common themes, challenges, and growth opportunities. This analysis helps us prioritize specific goals and strategies within the SIP.

3. SIP Monitoring

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

Our School Leadership Team will closely monitor our School Improvement Plan (SIP), which will gather and analyze various data related to student achievement, focusing on those students facing significant achievement gaps. This data includes academic assessments, standardized test scores, classroom performance, attendance, and behavior records. The team will conduct weekly reviews of attendance and behavior data and bi-monthly reviews of academic data based on classroom assessments. Additionally, district assessment data will be reviewed tri-annually to track progress. Using data analysis, the School Leadership Team will identify specific areas requiring improvement, such as particular subjects, grade levels, or student groups with persistent achievement gaps. To address these areas, we will implement evidence-based strategies and interventions, including differentiated instruction, targeted tutoring, professional development for teachers, and programs to engage parents.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	79	77	73	60	65	0	0	0	390
Absent 10% or more school days	0	47	42	47	27	30	0	0	0	193
One or more suspensions	0	13	15	4	15	17	0	0	0	64
Course failure in English Language Arts (ELA)	0	0	0	2	8	4	0	0	0	14
Course failure in Math	0	0	0	1	6	4	0	0	0	11
Level 1 on statewide ELA assessment	0	3	22	44	9	0	0	0	0	78
Level 1 on statewide Math assessment	0	18	17	44	13	19	0	0	0	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	3	16	2	0	0	0	0	22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	11	30	5	0	0	0	0	54

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	24	20	39	26	26	0	0	0	135

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	5	0	9	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	47	51	44	32	28				205
One or more suspensions		7	7	11	12	12				49
Course failure in English Language Arts (ELA)				5	3	1				9
Course failure in Math				11	6	4				21
Level 1 on statewide ELA assessment				13	9	8				30
Level 1 on statewide Math assessment				12	19	12				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	27	24	15						76
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	13	17	23	10					72

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		8	9	27	21	24				89

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	2	5						14
Students retained two or more times					2					2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	64	59	52	61	57	37	54	53
Grade 3 ELA Achievement	53	67	59	54	63	58	48	54	53
ELA Learning Gains	55	62	60	57	64	60			
ELA Lowest 25th Percentile	77	59	56	64	62	57			
Math Achievement*	57	69	64	61	66	62	45	61	59
Math Learning Gains	56	67	63	65	68	62			
Math Lowest 25th Percentile	67	56	51	79	58	52			
Science Achievement	41	70	58	30	69	57	18	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		64	59	

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	461
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	58%	37%	51%	34%		45%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
Black/African American Students	56%	No		
White Students	65%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%	53%	55%	77%	57%	56%	67%	41%					
Students With Disabilities	42%	33%	54%	75%	37%	47%	50%	29%					
Black/African American Students	51%	48%	53%	76%	56%	57%	70%	40%					
White Students	70%				60%								
Economically Disadvantaged Students	54%	53%	53%	75%	57%	56%	65%	43%					

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	52%	54%	57%	64%	61%	65%	79%	30%		
Students With Disabilities	50%	47%	47%		41%	59%				
Black/African American Students	50%	51%	57%	68%	60%	66%	80%	27%		
Economically Disadvantaged Students	54%	57%	58%	68%	62%	67%	90%	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	37%	48%			45%			18%					
Students With Disabilities	42%	36%			48%								
Black/African American Students	35%	48%			46%			18%					
Economically Disadvantaged Students	38%	51%			44%			20%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	65%	-12%	57%	-4%
ELA	4	51%	62%	-11%	56%	-5%
ELA	5	53%	61%	-8%	56%	-3%
Math	3	53%	68%	-15%	63%	-10%
Math	4	51%	68%	-17%	62%	-11%
Math	5	57%	65%	-8%	57%	0%
Science	5	38%	67%	-29%	55%	-17%

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?

Our most improved data components were L25 Reading and the Black student subgroup in Science, both of which increased by 13 percentage points. To address L25 Reading, we implemented intentional and targeted small group reading interventions beginning immediately after Progress Monitoring 1 (PM1). These groups were data-driven and focused on foundational reading skills and comprehension strategies aligned to student needs. For Science, we provided targeted push-in support from our Science Coach specifically for our Black student subgroup. This included co-teaching, modeling lessons, and reinforcing key standards through hands-on, engaging instruction aligned with grade-level expectations and assessment item types.

Lowest Performance

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

Our lowest-performing data component was 3rd grade ESE students, with only 33% scoring proficient. Several factors contributed to this performance outcome. First, instructional time was significantly impacted by school closures related to hurricanes, which disrupted consistency and momentum in foundational skill development. Additionally, our new ESE teacher faced challenges with instructional delivery, particularly with teaching to the depth and rigor of the standards. This impacted students' readiness for the demands of the FAST assessment. We recognize the need for stronger instructional support, consistent progress monitoring, and alignment of ESE instruction with grade-level expectations. These areas are a priority for targeted improvement this year.

Greatest Decline

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

The data component that showed the greatest decline was among our economically disadvantaged L25 students, with a drop from 90% making a gain in the prior year to only 65% making a gain this year. Several factors contributed to this decline. Instructional time loss due to hurricane-related school closures impacted the consistency and delivery of intervention supports. Moving forward, we are prioritizing early intervention, accurate student tracking, and stronger Tier 2 supports to ensure these

students receive consistent, data-driven instruction aligned to their individual needs.

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.

No Answer Entered

EWS Areas of Concern

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

Based on our Early Warning System (EWS) data, a significant area of concern is student attendance. 54% of our students missed 10% or more of the school year, classifying them as chronically absent.

Highest Priorities

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

1. Improve Attendance and Reduce Chronic Absenteeism
2. Accelerate Learning Gains in Reading and Math for Students
3. Decrease Behavioral Referrals and Office Calls

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 Math

Area of Focus Description and Rationale

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

Implementing these student-centered practices will engage students more deeply in their learning process, promoting critical thinking and problem-solving skills. By fostering a learning environment where students are actively involved and receiving high-quality feedback, we expect to see an increase in their understanding and application of mathematical concepts. The tailored instructional supports will address the diverse needs of our students, ensuring that each student has the opportunity to succeed. This approach will not only improve overall student proficiency but also support continuous academic growth.

This focus was identified as crucial based on our review of the prior year's data, which highlighted significant gaps in student achievement, particularly in mathematics. Our current proficiency rates indicate a need for more effective instructional strategies and supports to enhance student learning outcomes. By adopting these student-centered practices and ensuring comprehensive supports, we aim to address these gaps and improve our students' academic performance.

Measurable Outcome

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

Based on our prior year data, which showed a K-2nd grade math proficiency rate of 33% and a 3rd-5th grade math proficiency rate of 57%, we have identified a crucial need for improvement in our math instruction. Additionally, our current 3rd-5th grade math learning gains stand at 56%.

To address these needs, we will implement student-centered learning practices and comprehensive instructional supports with the following specific, measurable outcomes: K-5th Grade: Increase math proficiency to 60% and increase math learning gains from 56% to 65%.

Monitoring

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

The math coach will engage in weekly planning sessions with teachers to ensure they are effectively integrating identified instructional strategies—such as Higher-Order Questioning, the Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, collaborative structures, and high-quality feedback—into their lesson plans. These collaborative sessions will provide a platform for teachers to discuss best practices, share challenges, and receive targeted support from the math coach.

In addition to weekly planning, the math coach will support teachers in implementing aggressive monitoring systems that include frequent checks for understanding, use of student work trackers, and real-time formative assessments to closely monitor progress. Data will be reviewed monthly to analyze assessment results, classroom performance, and daily work samples.

Students not meeting benchmark expectations will be placed in targeted intervention groups, where instruction is differentiated and aligned to their specific needs. These groups will be fluid and adjusted regularly based on ongoing data, ensuring that all students receive timely, responsive support that accelerates learning and improves overall math achievement.

Person responsible for monitoring outcome

Kim Noorbakhsh (3-5) and Tiffani Cooney (K-2)

Evidence-based Intervention:

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

Description of Intervention #1:

Use and connect mathematical representations Pose purposeful questions to encourage Academic Discourse Build procedural fluency from conceptual understanding Formative Assessment & Feedback

Rationale:

Effective teaching of mathematics engages students in making connections among mathematical representations to deepen their understanding of concepts and procedures and to use these as tools for problem solving. It employs purposeful questions to assess and advance students' reasoning and sense-making about important mathematical ideas and relationships. Building fluency with procedures on a foundation of conceptual understanding ensures that students, over time, become skillful in using procedures flexibly as they solve both contextual and mathematical problems. Additionally, effective teaching uses evidence of student thinking to assess progress toward mathematical understanding and to continually adjust instruction in ways that support and extend learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Aggressive Monitoring and Feedback (K–5)

Person Monitoring:

Megan Hires and administration

By When/Frequency:

Weekly

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

Implement systems for frequent checks for understanding, use of exit tickets, and immediate corrective feedback.

Action Step #2

Targeted Small Group Instruction (K–5)

Person Monitoring:

Megan Hires and administration

By When/Frequency:

Ongoing

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

Provide data-informed small-group interventions during core and intervention blocks, focusing on identified skill deficits.

Action Step #3

Collaborative Planning and Data Review (K–5)

Person Monitoring:

Megan Hires and Administration

By When/Frequency:

Weekly

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

Conduct weekly collaborative planning and monthly data reviews to refine instruction and adjust student support.

Action Step #4

Integrate Writing Across Content Areas

Person Monitoring:

Instructional Coaches and administration

By When/Frequency:

Weekly

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

Support teachers in planning and embedding purposeful writing tasks across math, science, and ELA that promote reasoning, explanation of thinking, and the use of content-specific vocabulary. These writing tasks will serve as tools to monitor student comprehension of taught material, allowing teachers to determine next instructional steps and provide effective, targeted feedback that advances student learning.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Improving ELA instruction across grades K–5 is essential for ensuring that all students become proficient readers and critical thinkers. To achieve this, we will implement a structured system of aggressive monitoring, immediate feedback, and targeted small-group interventions schoolwide. These practices are designed to provide responsive, data-driven support that meets students where they are and accelerates growth.

This area of focus was identified through a review of last year's data, which revealed only 34% proficiency in K–2 and 53% proficiency in grades 3–5, with a 60% learning gains rate. By tightening our instructional systems and increasing the intensity and frequency of student monitoring and intervention across all grade levels, we will ensure students receive timely, focused support aligned to their individual needs.

Measurable Outcome

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

Grades K-5 will increase ELA proficiency from 34% in grades K-2 and 53% in grades 3-5 to 55% to 60% and learning gains from 55% to 65%. Third grade students will increase 53% to 60%.

Monitoring

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

Weekly planning sessions will be held with teachers to embed high-impact instructional practices into lessons and refine small-group instruction. Across **grades K–5**, teachers will consistently use aggressive monitoring techniques—including frequent checks for understanding, real-time data collection, and immediate feedback—to guide instructional decisions.

Student data will be reviewed **monthly** in collaboration with literacy coaches and administrators to identify trends, adjust groups, and intensify support for students not meeting benchmark. This cycle of frequent feedback and timely instructional adjustments will ensure students remain on a path to proficiency.

Person(s) Responsible:

- K–2: Tiffany Garvey (Primary Reading Coach) and Tiffani Cooney (Assistant Principal)
- 3–5: Kara McPherson (Intermediate Reading Coach) and Kim Noorbakhsh (Principal)

Person responsible for monitoring outcome

Kim Noorbakhsh (3-5) and Tiffani Cooney (K-2)

Evidence-based Intervention:

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

Description of Intervention #1:

Across grades K–5, the following practices will be implemented: - Systematic, explicit instruction in foundational reading and comprehension strategies - Aggressive monitoring to track student understanding in real time - Immediate feedback to clarify misunderstandings and reinforce learning - Targeted small-group interventions based on formative data to close skill gaps These interventions are grounded in research and have been proven effective in accelerating reading proficiency and supporting students with varying academic needs.

Rationale:

This strategy is grounded in the understanding that consistent, high-quality instruction paired with responsive support systems is essential for accelerating literacy growth across all grade levels. Systematic, explicit instruction ensures that students receive clear, direct teaching of both foundational skills and higher-level comprehension strategies—critical components of reading success. By incorporating aggressive monitoring, teachers are able to track student understanding in real time, identify misconceptions early, and respond with timely instructional adjustments. Immediate feedback strengthens learning by helping students correct errors, build confidence, and stay engaged in the learning process. Furthermore, targeted small-group interventions allow teachers to address specific skill gaps based on ongoing formative data, ensuring that each student receives personalized support aligned to their individual needs. These practices, when implemented together with fidelity, create a comprehensive and responsive literacy framework that has been proven by research to improve reading outcomes for all students, including those who are historically underserved or performing below grade level. This approach not only builds strong foundational skills but also fosters deeper comprehension, ultimately supporting our goal of increasing proficiency and learning gains schoolwide.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Aggressive Monitoring and Feedback (K–5)

Person Monitoring:

Literacy Coaches and administration

By When/Frequency:

Weekly

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

Implement systems for frequent checks for understanding, use of exit tickets, and immediate corrective feedback.

Action Step #2

Targeted Small Group Instruction (K–5):

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

Provide data-informed small-group interventions during core and intervention blocks, focusing on identified skill deficits.

Action Step #3

Collaborative Planning and Data Review (K–5)

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

Conduct weekly collaborative planning and monthly data reviews to refine instruction and adjust student support.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Implementing these comprehensive instructional strategies will significantly impact student learning by providing targeted support and enriching educational experiences. By fully understanding the benchmarks and expected outcomes, teachers can deliver more effective and focused instruction. The varied instructional supports will ensure that all students, regardless of their starting point, receive the help they need to succeed. Strengthening inquiry skills will foster critical thinking and deeper engagement with the material, leading to improved academic performance and a more robust understanding of content. This area of focus was identified as a crucial need based on our review of the prior year's data. Our proficiency rates have averaged 25% over the last five years. However, this past year, we saw an improvement, raising our score to 41%. While this is progress, it highlights the ongoing need for improvement. By implementing these targeted instructional strategies, we aim to further increase our proficiency rates, setting a goal of achieving 45% proficiency.

Measurable Outcome

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

By implementing comprehensive instructional support and enrichment strategies, we aim to increase the 5th grade science proficiency rate to 45%.

Monitoring

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

The science coach will engage in weekly planning sessions with teachers to ensure they are effectively integrating the identified instructional strategies into their lesson plans. These collaborative sessions will help teachers synthesize benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes aligned with the standards. Additionally, the science coach will assist teachers in monitoring student data on a monthly basis. This will involve detailed analyses of assessment results, classroom performance, and other relevant metrics to identify students who are not meeting benchmark standards. By maintaining comprehensive and up-to-date records of student progress, we can ensure that instruction is responsive to the needs of all learners and that timely adjustments can be made.

Person responsible for monitoring outcome

Kim Noorbakhsh

Evidence-based Intervention:

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

Description of Intervention #1:

Across grades K–5, the following practices will be implemented: - Systematic, explicit instruction in foundational reading and comprehension strategies - Aggressive monitoring to track student understanding in real time - Immediate feedback to clarify misunderstandings and reinforce learning - Targeted small-group interventions based on formative data to close skill gaps These interventions are grounded in research and have been proven effective in accelerating science proficiency and supporting students with varying academic needs.

Rationale:

This strategy is grounded in the understanding that consistent, high-quality instruction paired with responsive support systems is essential for accelerating science achievement across all grade levels. Systematic, explicit instruction ensures that students receive clear, direct teaching of key scientific concepts, vocabulary, and inquiry skills—critical components for building scientific understanding and application. By incorporating aggressive monitoring, teachers can track student thinking in real time, identify misconceptions early, and make immediate instructional adjustments. Timely feedback helps students refine their reasoning, correct misunderstandings, and develop confidence as they engage in scientific investigations and problem-solving tasks. Additionally, targeted small-group interventions allow teachers to address specific gaps in content knowledge or scientific practices based on ongoing formative assessments. These groups provide personalized support and opportunities for students to deepen their understanding through hands-on exploration and academic discourse. When implemented with fidelity, this approach builds a strong foundation in scientific knowledge while also fostering curiosity, critical thinking, and deeper comprehension—ultimately supporting our goal of increasing science proficiency and learning gains schoolwide.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Aggressive Monitoring and Feedback (K–5)

Person Monitoring:

Instructional Coaches and Adminsitration

By When/Frequency:

Weekly

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

Implement systems for frequent checks for understanding, use of exit tickets, and immediate corrective feedback.

Action Step #2

Targeted Small Group Science Instruction in 5th Grade

Person Monitoring:

Science Coach

By When/Frequency:

Monthly

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

Provide data-informed small-group interventions during core and intervention blocks, focusing on identified skill deficits.

Action Step #3

Collaborative Planning and Data Review (K–5)

Person Monitoring:

Science Coach and Administration

By When/Frequency:

Weekly

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

Conduct weekly collaborative planning and monthly data reviews to refine instruction and adjust student support.

Action Step #4

Writing Across Content Areas

Person Monitoring:

Science Coach and Administration

By When/Frequency:

Weekly

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

Support teachers in planning and embedding purposeful writing tasks across math, science, and ELA that promote reasoning, explanation of thinking, and the use of content-specific vocabulary. These writing tasks will serve as tools to monitor student comprehension of taught material, allowing teachers to determine next instructional steps and provide effective, targeted feedback that advances student learning.

Area of Focus #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

While we have seen progress, student performance data continues to reveal disparities in proficiency and learning gains for our Black students when compared to their peers. To address these gaps, we are prioritizing instructional equity through culturally responsive teaching and intentional relationship-building.

Creating inclusive, affirming classroom environments where Black students see their identities and experiences reflected in the curriculum is essential for fostering a sense of belonging, confidence, and academic engagement. When paired with high expectations, responsive feedback, and access to rigorous, grade-level instruction, this approach supports both equity and excellence.

Implementing culturally relevant practices makes learning more engaging and relatable, encouraging students to take ownership of their education. Purposeful group work, academic discourse, and collaborative learning structures further enrich this experience by promoting peer-to-peer learning and strengthening classroom community.

By centering our work on culturally responsive instruction, we aim to ensure every student feels seen, valued, and supported—laying the foundation for meaningful growth in student outcomes and a more inclusive school culture.

Measurable Outcome

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

Increase reading and math proficiency average for Black students in grades 3–5 from 56% to 60%.

Monitoring

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

Progress toward this area of focus will be monitored through a system of aggressive monitoring, which includes real-time checks for understanding, student work analysis, and frequent formative assessments specifically disaggregated by subgroup. Teachers will implement daily monitoring routines to identify misconceptions early and adjust instruction based on student responses and performance.

Classroom walkthroughs conducted by school leaders will focus on student engagement, instructional

equity, and implementation of culturally responsive practices. Monthly data meetings will include a review of subgroup performance trends, intervention effectiveness, and progress toward closing the achievement gap for Black students.

Instructional coaches will provide feedback and support during planning and instruction, ensuring that strategies are consistently implemented with fidelity and adjusted to meet student needs. This multi-tiered approach to monitoring ensures timely interventions and instructional adjustments that drive equitable student success.

Person responsible for monitoring outcome

Kim Noorbakhsh

Evidence-based Intervention:

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

Description of Intervention #1:

-Culturally responsive teaching strategies -High-yield instructional strategies including academic discourse, cooperative learning, and explicit vocabulary instruction -Relationship-building and affirming feedback practices

Rationale:

The combination of aggressive monitoring, culturally responsive instruction, and targeted feedback is rooted in research and best practice for improving outcomes among historically underserved student groups. For Black students in particular, timely identification of misunderstandings and learning gaps—through aggressive monitoring—ensures that instructional decisions are both responsive and data-informed. Daily checks for understanding, student work analysis, and subgroup-specific progress monitoring allow teachers to quickly adjust instruction and provide immediate support. This approach prevents students from falling behind and ensures that interventions are delivered when they are most impactful—during instruction, not after failure. Culturally responsive practices further strengthen these efforts by fostering an environment where students feel seen, respected, and intellectually challenged. When students are engaged in relevant, affirming content and supported by strong teacher-student relationships, their motivation, participation, and academic success all increase. Together, these strategies form a proactive and inclusive instructional model designed to close opportunity gaps, accelerate learning, and promote equitable outcomes for Black students across content areas.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Aggressive Monitoring and Feedback

Person Monitoring:

Instructional Coaches and Administration

By When/Frequency:

Weekly

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

Implement systems for frequent checks for understanding, use of exit tickets, and immediate corrective feedback.

Action Step #2

Use Data to Drive Instructional Equity

Person Monitoring:

Instructional Coaches and Administration

By When/Frequency:

Monthly

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

Regularly disaggregate student performance data to identify trends, adjust instruction, and provide additional supports to Black students.

Action Step #3

Enhancing Engagement and Achievement through a Culturally Relevant Classroom Environment

Person Monitoring:

Instructional Coaches and Administration

By When/Frequency:

Weekly

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

To enhance student engagement and achievement, we will cultivate a trusting and motivating classroom culture where curiosity, improvement, and risk-taking are valued. By incorporating culturally relevant materials and assignments, we will ensure that tasks are interesting and meaningful to students from diverse backgrounds. Active learning opportunities will be planned to increase joy and satisfaction in learning for each student, reflecting their cultural experiences and perspectives. Additionally, we will increase opportunities for collaborative group work that incorporates academic discourse, promoting a deeper understanding and connection among students while valuing and respecting their cultural identities.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

Our primary focus is on increasing the average Reading and Math proficiency of Students with Disabilities (SWD) from 46% to 55%. While we have made gains in serving our SWD population, performance data continues to show a gap in proficiency compared to non-SWD peers. This indicates a need for more intentional instructional planning, aligned supports, and consistent progress monitoring to ensure all students access and master grade-level content.

Students with disabilities benefit most from environments where instruction is explicit, systematic, and adapted to their unique learning needs. By focusing on instructional clarity, scaffolded support, and targeted small-group intervention, we can ensure our SWD students receive the structure and feedback needed to make measurable growth.

Additionally, the use of high-leverage instructional practices, such as modeling, guided practice, frequent checks for understanding, and corrective feedback, provides a consistent framework for meeting IEP goals while increasing access to core instruction. Ensuring all SWD students have access to both appropriate accommodations and rigorous expectations is essential to closing the achievement gap and fostering academic success.

Measurable Outcome

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

Increase the average proficiency rate for SWD students in Reading and Math from 46% to 55%.

Monitoring

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

Progress will be monitored through:

- Aggressive monitoring routines during daily instruction to track mastery in real time
- Monthly data reviews of benchmark assessments, IEP goal progress, and intervention effectiveness
- Targeted coaching and feedback for teachers on implementation of accommodations, scaffolds, and differentiation strategies
- Classroom walkthroughs focused on instructional alignment, student engagement, and evidence of support for SWD students

Person responsible for monitoring outcome

Administration and MTSS Coach

Evidence-based Intervention:

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

Description of Intervention #1:

Direct, explicit instruction using a multi-sensory, systematic approach Frequent, small-group reteaching and scaffolded practice opportunities Use of IEP-aligned accommodations during both core and intervention blocks Ongoing progress monitoring using formative data and diagnostic tools to adjust instruction

Rationale:

The selected interventions are grounded in research and best practices for supporting the diverse learning needs of Students with Disabilities (SWD). Each strategy is intentionally designed to remove barriers, provide equitable access to grade-level content, and accelerate academic growth in both reading and math. Direct, explicit instruction using a multi-sensory, systematic approach ensures that students receive clear, intentional teaching with frequent opportunities to engage multiple senses—visual, auditory, kinesthetic, and tactile—which is especially effective for students with processing or learning differences. This structured approach promotes retention and helps bridge gaps in foundational understanding. Frequent, small-group reteaching and scaffolded practice opportunities allow teachers to target specific skill deficits, differentiate instruction, and provide immediate feedback in a setting that supports more individualized attention. These small-group opportunities help solidify learning and allow students to build confidence before applying skills independently. Use of IEP-aligned accommodations during both core and intervention blocks ensures that students consistently receive the supports necessary to access instruction and demonstrate understanding in a way that honors their learning profiles. When implemented with fidelity, these accommodations promote independence while reducing barriers to participation and assessment. Ongoing progress monitoring using formative data and diagnostic tools allows teachers to make timely instructional decisions based on student performance. Regular data collection helps identify trends, guide group placement, and signal when students are ready to move forward or need additional support. This cycle of monitoring and adjustment is critical for meeting IEP goals and ensuring students remain on track for grade-level proficiency. Together, these interventions create a comprehensive support system that meets the individual needs of SWD students while promoting academic growth, confidence, and equitable access to high-quality instruction.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Improve Instructional Practices for SWD Students

Person Monitoring:

Kim Noorbakhsh

By When/Frequency:

Monthly

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

Provide targeted professional development and coaching on high-leverage instructional practices and effective use of accommodations.

Action Step #2

Aggressive Monitoring and Intervention Plans

Person Monitoring:

Kim Noorbakhsh

By When/Frequency:

Monthly

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

Establish aggressive monitoring systems to track daily progress of SWD students and use data to guide timely intervention and regrouping.

Area of Focus #6

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

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

Area of Focus Description and Rationale

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

The primary focus for Campbell Park Elementary is to improve reading proficiency in grades K–2, targeting foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading proficiency is critical to academic success, as it directly impacts a student's ability to access and engage with the curriculum across all subject areas. In 1st and 2nd grade, students are learning to read—without strong foundational skills, they will face significant challenges in later grades.

This focus emerged from a review of last year's data, which revealed lower-than-expected proficiency scores in these primary grades. A significant percentage of students did not meet benchmarks, and teacher observations confirmed consistent struggles in early literacy. Addressing these gaps through targeted interventions and professional development will provide students with the essential skills needed for long-term academic achievement.

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

Our instructional practices will therefore prioritize collaborative planning, intentional small-group instruction, and high student engagement with tasks that are fully aligned to the depth and breadth of the standards. By ensuring that all instruction is rigorous, standards-based, and responsive to student needs, we aim to lay a strong foundation in literacy that supports success in all future learning.

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

Our instructional practices will continue to emphasize collaborative planning, benchmark-aligned instruction, deeper levels of questioning and tasks, and intentional small-group instruction.

Grades K-2: Measurable Outcome(s)

By strategically focusing on K-2 teachers and instruction, where acceleration can occur more rapidly, we will ensure the equitable use of resources such as instructional supports, school-based professional development, and cycles of coaching and feedback. Through these efforts, K-2 students will achieve 55% proficiency in ELA.

Grades 3-5: Measurable Outcome(s)

Foster a student-centered classroom environment that promotes deep learning by activating prior knowledge, enhancing relevancy, boosting student agency, and encouraging authentic engagement. These efforts aim to maintain 3rd-5th grade proficiency at 55%, 3rd grade proficiency from 53% to 55%, and learning gains from 55% to 70%.

Monitoring

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

This will include regular assessments, data analysis, and instructional adjustments. Students will take reading assessments to track their progress in key areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These assessments will include standardized tests, teacher-created assessments, and formative assessments like running records and fluency checks. Data will be analyzed in first and second grades using ELFAC ongoing data collection, while all grades will be monitored through small group lessons, module assessments, and state progress monitoring. The collected data will be analyzed to identify trends, strengths, and areas needing improvement. This analysis will help in understanding each student's progress and the effectiveness of the interventions being used. Based on the assessment data, teachers will adjust their instructional strategies to better meet the needs of their students. This may involve differentiated instruction, small group interventions, or one-on-one support. Teachers, reading coaches, and administrators will hold progress monitoring meetings to review student data, discuss challenges, and plan for additional supports or adjustments as needed. Ongoing monitoring will provide timely feedback on student progress, allowing for immediate intervention when a student is not meeting expected benchmarks.

Person responsible for monitoring outcome

Tiffani Cooney (K-2) Kim Noorbakhsh (3-5)

Evidence-based Intervention:

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

Description of Intervention #1:

In grades 1 and 2, we will use the Flamingo Small Group Model. The sequence of this lesson model includes five steps that provide a logical progression for students – from confidence-building activities to challenging, critical-thinking activities. These steps include Reading for Fluency, Targeted Assessment, Explicit Word Instruction, Reading for Meaning, and Connecting Reading and Writing. Students benefit from the predictable routine of the lessons, systematic instruction with synthetic phonics, and variations designed by the instructor based on individual needs. In 5th grade, teachers will use the Accelerated Learning Plan with Advanced Decoding. Designed for grades 3-5 students and aligned with core instruction, this routine includes five daily components: Reading for Fluency, Advanced Decoding, Explicit Vocabulary, Text Reading with Comprehension, and Writing about Reading. In all grades, we will use the adaptive learning program i-Ready, which provides

personalized instruction and practice based on each student's reading level and progress. This program is grounded in the science of reading by using data to inform instruction. To ensure the effectiveness of these interventions, progress will be closely monitored through regular assessments and data analysis. In grades 1 and 2, student progress will be tracked using the Flamingo Small Group Model's targeted assessments and systematic observations. For 3rd-5th grade, the Accelerated Learning Plan includes ongoing evaluations of advanced decoding skills and comprehension. Across all grades, i-Station will provide adaptive learning insights, with real-time data allowing teachers to make informed instructional adjustments. Progress meetings will review assessment data, ensuring each student receives the support they need to succeed.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

(1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Literacy Coaches

By When/Frequency:

Weekly

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

Provide comprehensive training for teachers on the Flamingo Small Group Model, the Accelerated

Learning Plan with Advanced Decoding, and the i-Station program. The reading coaches will train new staff and coach returning staff in these models during PLCs. Both reading coaches and administration will monitor the implementation through walkthrough data.

Action Step #2

Small Group Instruction

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies.

Area of Focus #7

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

specifically relating to

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1**Person Monitoring:****By When/Frequency:**

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

This area of focus aims to improve school-wide behavior systems through the consistent implementation of Positive Behavior and Intervention Supports (PBIS). Our current data indicates an average of 31 office calls per day, which significantly disrupts instruction, places strain on support staff, and detracts from a positive learning environment.

This high volume of behavior incidents suggests a need for a more proactive, consistent, and tiered approach to behavior management. By focusing on clear expectations, direct instruction of behavior skills, consistent reinforcement systems, and early intervention for students requiring additional support, we can build a more structured and supportive environment that promotes student success. Establishing a strong Tier 1 foundation across all classrooms—where expectations are explicitly taught, modeled, and reinforced—will reduce the number of minor disruptions escalating to office-managed behaviors. Additionally, enhancing our Tier 2 and Tier 3 systems will allow us to provide timely and targeted support for students with chronic or intense behavioral needs.

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.

We will decrease the number of office calls by 50% as measured by office call data.

Monitoring

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

Progress will be monitored through:

- Daily behavior data tracking and analysis of office referral trends
- Weekly review of Tier 2 and Tier 3 behavior intervention plans
- Monthly PBIS team meetings to monitor implementation and adjust strategies
- Classroom walkthroughs to ensure behavior expectations are taught, posted, and reinforced

Person responsible for monitoring outcome

Tiffani Cooney

Evidence-based Intervention:

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

Description of Intervention #1:

-School-wide teaching and reinforcement of behavior expectations -Tiered interventions for students with escalating behavioral needs -Restorative practices and de-escalation strategies -Consistent use of behavior data to inform decisions and interventions

Rationale:

The selected evidence-based strategies are designed to create a positive, predictable, and supportive school climate that promotes student success and reduces disruptive behaviors. School-wide teaching and reinforcement of behavior expectations ensures that all students understand what is expected of them, creating consistency across classrooms and common areas. When expectations are explicitly taught, modeled, and positively reinforced, students are more likely to engage in appropriate behavior, reducing the need for reactive discipline. Tiered interventions for students with escalating behavioral needs allow schools to provide increasing levels of support based on student data. This approach ensures that students receive timely and appropriate interventions before behaviors become chronic or severe, helping to restore their ability to engage in learning. Restorative practices and de-escalation strategies foster a sense of accountability and community while helping students repair harm and reflect on their behavior. These strategies build relationships, reduce repeat incidents, and keep students connected to the learning environment. Finally, the consistent use of behavior data to inform decisions and interventions allows school teams to identify patterns, monitor progress, and respond to student needs proactively. Data-driven decision-making ensures that supports are targeted, timely, and aligned with what students and teachers actually need. Together, these strategies promote a safe, structured, and inclusive school environment where students can focus on learning and teachers can focus on teaching.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Strengthen Behavior Data Systems and Behavioral Interventions

Person Monitoring:

Bobby Coston and Administration

By When/Frequency:

Weekly

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

Monitor daily behavior data to identify trends and ensure timely Tier 2 and Tier 3 interventions for students in need. We will enhance the implementation of Tier I, Tier II, and Tier III behavioral interventions to better support students and staff. In addition to daily morning meetings, teachers will implement afternoon classroom check-ins to maintain a positive climate and reinforce behavioral expectations. The MTSS team will meet biweekly to review individual student progress and refine intervention plans. Additionally, the MTSS Behavior Coach and administration will meet biweekly to analyze schoolwide behavioral trends and develop proactive, data-informed strategies.

Action Step #2

Reinforce Tier 1 Behavior Expectations Schoolwide

Person Monitoring:

Bobby Coston and Tiffani Cooney

By When/Frequency:

Bi-Weekly

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

The MTSS Behavior Coach will support teachers in implementing Tier 1 PBIS strategies, with targeted coaching for classrooms identified through behavior data. Teachers will provide direct instruction and consistent modeling of school-wide expectations aligned to the 7 Habits/Leader in Me. The MTSS Behavior Coach, Guidance Counselor, and Social Worker will conduct orientation sessions for students enrolling after August to help them acclimate to school expectations and routines.

Action Step #3

Increase Fidelity of PBIS Implementation in Classrooms

Person Monitoring:

Kimberle Noorbaksh and Tiffani Cooney

By When/Frequency:

Weekly

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

Classroom walkthroughs will be conducted to observe student behavior, engagement, and the overall learning environment. These observations will help administration assess the implementation of Tier 1 PBIS practices—such as posted expectations, visual cues, and reinforcement systems—while providing actionable feedback to support instructional improvement and professional development.

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.

Our highest priority for the upcoming year is to improve student attendance. Currently, 54% of our students miss 10% or more of school, which significantly impacts their learning and overall academic progress. Although the number did not decrease from last year, there were contributing factors such as families being displaced due to major storms and homelessness.

Measurable Outcome

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

The rate of students missing 10% or more of school will decrease by 10% to 44%, as measured by attendance data in Focus.

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.

Child Study Team (CST) will meet biweekly to utilize the problem-solving worksheet for grade level attendance. The Guidance Counselor and Social Worker will conduct home visits and parent conferences with families who have chronic absences and/or tardies.

Person responsible for monitoring outcome

Carla Ephraim and Candis Webb

Evidence-based Intervention:

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

Description of Intervention #1:

Create a three-tiered approach that starts with foundational support for the whole school. These foundational supports are followed by prevention-oriented supports (Tier1), more personalized outreach (Tier 2), and intensive intervention (Tier 3).

Rationale:

Missing more than 10% of school in one school year puts the scholar at risk for retention. Strengthening the Tiered process will build stronger relationships between the schools and families while helping to identify barriers that are attributed to chronic absences.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Enhancing Attendance Interventions

Person Monitoring:

Carla Ephraim and Candis Webb

By When/Frequency:

Monthly

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

We will enhance the implementation of Tier I, Tier II, and Tier III attendance interventions to better support our students, including monthly celebrations for attendance in Tier I and individualized incentive plans for students in Tiers II and III. The Child Study Team will meet biweekly to review and discuss students in Tiers II and III, while the Child Study Team and School-Based Leadership Team will review and address attendance data on a monthly basis to identify trends and develop solutions.

Action Step #2

Collaborative Efforts to Address Chronic Absenteeism

Person Monitoring:

Carla Ephraim and Candis Webb

By When/Frequency:

Weekly

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

Our Guidance Counselor and Social Worker will work proactively to connect families to resources and support services—including referrals to the Suncoast Counselor, Family Navigator, and other community partners—to address and eliminate barriers to regular attendance. In cases of chronic absenteeism, referrals to the State Attorney's Office will be made when appropriate.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

To ensure transparency and stakeholder engagement, Campbell Park Elementary will disseminate the School Improvement Plan (SIP), Schoolwide Plan (SWP), and Title 1 budget through multiple methods designed to reach all key audiences, including families, students, staff, and community partners. The following methods will be used:

1. School Website: The SIP will be publicly available on our school's website at:
<https://www.pcsb.org/campbell-es>
2. Parent Meetings and Events: The SIP and related budget plans will be shared and reviewed during SAC (School Advisory Council) meetings, Title I Annual Parent Meeting, and other family engagement events. A summary will be provided in a format and language accessible to parents.
3. Printed Copies: Copies of the SIP and SWP will be available in the front office and Title I Parent Resource Area in both English and Spanish, as well as other languages as requested.
4. Staff Communication: The SIP will be reviewed during staff meetings and professional development sessions to ensure that all instructional and support staff are aware of the goals, action steps, and progress monitoring protocols.
5. Community Outreach: Highlights and goals from the SIP will be shared with local community partners and businesses during partnership meetings, newsletters, and through the school's community liaison efforts.
6. Progress Updates: Ongoing updates regarding SIP implementation and progress will be shared through the monthly school newsletter, family robocalls, and at quarterly SAC and Leadership Team meetings. Updates will also be included in school-wide data chats with staff.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At Campbell Park Elementary, we believe that strong partnerships with parents, families, and community stakeholders are essential to student success and achieving our school's mission. Our plan to build and sustain these relationships includes the following key strategies:

1. Ongoing Communication

We maintain consistent two-way communication through Class Dojo, newsletters, phone calls, emails, and our school website to keep families informed of school events, student progress, and available resources. Teachers also provide regular academic updates through progress reports, report cards, and parent-teacher conferences.

2. Family Engagement Events

We host a variety of family nights—such as literacy nights, math events, and curriculum showcases—to involve families in their child's learning. These events offer hands-on experiences and strategies parents can use at home.

3. Parent and Community Involvement in Decision-Making

Parents are encouraged to participate in our School Advisory Council (SAC), and Title I Annual Meeting. We also engage local businesses, organizations, and faith-based partners to support school-wide initiatives and student success.

4. Access to Resources and Support

Our Title I Family Resource Center provides materials, information, and support to families. Our Guidance Counselor, Social Worker, Suncoast Counselor, and Family Navigator work together to connect families to community resources, remove barriers to learning, and improve attendance.

5. Welcoming School Environment

We are intentional about creating a warm, welcoming environment where every family feels valued. Translators are available as needed to ensure all families can participate and access information in a language they understand.

The Parental Family Engagement Plan (PFEP) is publicly available on our school website at: <https://www.pcsb.org/campbell-es>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

At Campbell Park Elementary, we are deeply committed to strengthening our academic program by providing all students with rigorous instruction, extended learning opportunities, and meaningful enrichment experiences. Our primary focus is on improving early literacy in grades K–2, as outlined in Area of Focus 1 of our School Improvement Plan (SIP). Through systematic, explicit instruction in foundational reading skills—such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—we aim to build the strong foundation students need for long-term academic success.

To increase both the amount and quality of learning time, we are implementing a schoolwide system of aggressive monitoring and targeted interventions across grades K–5. This approach allows teachers to track student understanding in real time, provide immediate feedback, and deliver small-group instruction tailored to students' specific needs. These timely supports help accelerate learning and prevent skill gaps from widening.

We are also expanding learning time through after-school tutoring programs, in-school intervention blocks, and enrichment opportunities that challenge and engage students at all levels. Instructional tasks across all subjects are carefully aligned to the full depth and breadth of the standards, ensuring that students are not only exposed to grade-level content but are also developing the critical thinking and problem-solving skills necessary to excel.

Our efforts to strengthen the academic program extend beyond the classroom. We provide families with tools and strategies to support learning at home. Workshops in literacy, math, and science help parents understand what their children are learning and how they can reinforce those skills. These events are offered in accessible formats to ensure all families can engage.

In addition, we continue to foster a culturally responsive environment where students see themselves reflected in the curriculum and feel a sense of belonging. We know that when students feel seen, supported, and challenged, they are more likely to thrive.

By combining high-quality instruction, increased learning time, targeted interventions, and meaningful family partnerships, Campbell Park Elementary is building a strong academic program that meets the needs of all learners and sets them on a path to success.

How Plan is Developed

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

The School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) at Campbell

Park Elementary are developed through collaboration with school staff, families, district leaders, and community partners. The planning process integrates federal, state, and local services to ensure a coordinated approach that meets the academic and social-emotional needs of students.

The SIP aligns with Title I requirements and supports for Targeted Support and Improvement (TSI), focusing on closing achievement gaps. We coordinate with mental health services, violence prevention programs, and the Suncoast Mental Health Counselor and Family Navigator to address behavior, attendance, and family needs.

We also collaborate with nutrition programs, housing support services, Head Start, and Pre-K providers to ensure readiness and wraparound support for families. Adult learning opportunities and family workshops strengthen the home-school connection, ensuring all resources work together to improve student outcomes.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Campbell Park Elementary is committed to supporting the whole child by providing services that enhance students' social, emotional, and behavioral development. We offer school-based counseling and mental health services through our Guidance Counselor, Social Worker, and the Suncoast Mental Health Counselor, who provide individual and group support, crisis intervention, and social-emotional learning.

Students also benefit from mentoring programs coordinated with community partners and our Family Navigator, who connects families to external resources that address barriers such as housing, food insecurity, and access to healthcare. These services are designed to strengthen students' resilience, self-regulation, and interpersonal skills.

Our Positive Behavior Interventions and Supports (PBIS) framework promotes character development, leadership skills, and a positive school culture. Daily morning meetings, afternoon check-ins, and restorative practices help build relationships and improve communication and conflict resolution skills.

Together, these strategies support student growth beyond academics, ensuring they are emotionally prepared and socially equipped to succeed in school and life.

Preparing for Postsecondary Opportunities and the Workforce

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

While Campbell Park Elementary does not offer direct access to postsecondary credit or career and technical education programs due to our grade levels, we are committed to laying a strong foundation for future college and career readiness. Our efforts focus on developing the academic, social, and leadership skills students need to succeed long term.

Through integration of the Leader in Me framework, we teach students essential habits such as goal setting, responsibility, collaboration, and decision-making—skills that support lifelong success in both college and careers. Classroom lessons and schoolwide activities promote critical thinking,

communication, and self-management.

In addition, we expose students to a variety of career paths through guest speakers, career days, and community partnerships, helping students begin to explore their interests and envision future opportunities.

These early experiences build awareness and prepare students for a seamless transition into middle and high school programs that offer postsecondary credit and workforce preparation.

Addressing Problem Behavior and Early Intervening Services

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

Campbell Park Elementary implements a schoolwide, tiered model of behavioral support aligned with Positive Behavior Interventions and Supports (PBIS) to proactively prevent and address problem behaviors. This multi-tiered system of support (MTSS) provides increasing levels of intervention based on student needs:

- Tier 1 includes clear schoolwide expectations aligned with the 7 Habits/Leader in Me framework, daily morning and afternoon meetings, visual cues, reinforcement systems, and direct instruction of behavioral norms.
- Tier 2 provides targeted supports such as check-in/check-out systems, behavior contracts, small-group social skills instruction, and mentoring. These services are informed by behavioral data and teacher referrals.
- Tier 3 includes individualized behavior intervention plans, functional behavior assessments (FBAs), and wraparound supports provided in collaboration with the MTSS Behavior Coach, School Counselor, Social Worker, and, when appropriate, IDEA-aligned services for students with disabilities.

Behavior data is reviewed weekly and during bimonthly MTSS Team meetings to ensure timely intervention. Our early intervening services are coordinated with ESE staff to align supports and prevent the escalation of behaviors, while ensuring students with disabilities receive appropriate accommodations and services as outlined in their IEPs.

Professional Learning and Other Activities

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

Campbell Park Elementary provides ongoing professional learning and support for teachers, paraprofessionals, and school staff to improve instructional practices and strengthen the use of data to drive student achievement. Professional development is designed to be job-embedded, data-

driven, and aligned with schoolwide academic and behavioral goals. Teachers participate in regular collaborative planning sessions, data chats, and instructional coaching cycles focused on the use of formative assessment data to inform small-group instruction and targeted interventions. Specific emphasis is placed on improving early literacy, foundational math skills, and Tier 1 behavior practices. Paraprofessionals also receive training to support differentiated instruction and behavior strategies in alignment with teacher practices. To strengthen family engagement, all instructional staff receive professional development aligned to the PFEP that includes strategies for building relationships with families, improving two-way communication, and increasing parent participation in academic learning. Additionally, the school works closely with the district to recruit and retain highly effective teachers, particularly in high-need areas, by providing strong onboarding support, mentoring for new teachers, and opportunities for leadership and professional growth. These coordinated professional learning efforts ensure that staff are well-equipped to meet student needs and contribute to improved academic outcomes across all grade levels.

Strategies to Assist Preschool Children

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

Campbell Park Elementary supports a smooth transition for preschool children entering kindergarten through a series of intentional strategies designed to build familiarity, reduce anxiety, and foster early school readiness. We collaborate closely with local Head Start programs, VPK providers, and district early childhood education services to identify incoming kindergarten students and share readiness expectations. Each spring, the school hosts a Kindergarten Round-Up event, where families and children tour classrooms, meet teachers, and receive information about the curriculum, school routines, and enrollment procedures. Additionally, families are provided with transition toolkits that include literacy and math activities to support continued learning over the summer. New kindergarten students also participate in orientation sessions at the start of the school year, where they are introduced to classroom expectations, school staff, and daily routines in a supportive and structured environment. Throughout the year, our staff maintains communication with preschool providers to ensure alignment in expectations and share resources that promote school readiness. These transition activities help ensure that incoming students feel confident and prepared as they enter elementary school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00