

Pinellas County Schools

FAIRMOUNT PARK ELEMENTARY SCHL



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

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

Provide the school's vision statement

100% Scholar Success - Together We Succeed – TEAMWORK!

B. School Leadership Team, 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

Andrew Akapnitis

akapnitisa@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Kristy Bench

benchk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3**Employee's Name**

Katy Foley

foleyk@pcsb.org

Position Title

Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #4**Employee's Name**

Ashley Carrington

carringtona@pcsb.org

Position Title

Instructional Coach

Job Duties and Responsibilities

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

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

Shannon Girardello

girardellos@pcsb.org

Position Title

Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Naomi Middlebrooks

middlebrooksn@pcsb.org

Position Title

Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name

Julie Essom

essomj@pcsb.org

Position Title

Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #8

Employee's Name

Dominique DeMent

dementd@pcsb.org

Position Title

Attendance/Social Worker

Job Duties and Responsibilities

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

Leadership Team Member #9

Employee's Name

Caitlin Asencio

asencioc@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

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

Leadership Team Member #10

Employee's Name

Katrina Klausing

klausingk@pcsb.org

Position Title

Teacher/ESE

Job Duties and Responsibilities

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

Leadership Team Member #11

Employee's Name

Untilla McCall-Davis

mccall-davisu@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

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

Leadership Team Member #12

Employee's Name

Brianna Bernard

bernardb@pcsb.org

Position Title

Behavior Coach

Job Duties and Responsibilities

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

Leadership Team Member #13

Employee's Name

Monica Logsdon

logsdonm@pcsb.org

Position Title

Teacher/Gifted

Job Duties and Responsibilities

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

Leadership Team Member #14

Employee's Name

Mitchell Albanese

albanesem@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

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

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.

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

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)).

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: D 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	47	57	51	83	51	64				353
Absent 10% or more school days	1	33	27	36	16	24				137
One or more suspensions	0	4	3	8	7	19				41
Course failure in English Language Arts (ELA)	0	0	0	3	1	1				5
Course failure in Math	0	0	0	4	2	0				6
Level 1 on statewide ELA assessment	0	1	17	39	17	0				74
Level 1 on statewide Math assessment	1	16	17	37	9	26				106
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	9	9	2	0				21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	10	18	5	0				37

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	10	35	12	30				97

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	1	14	0	0				17
Students retained two or more times	0	0	0	0	1	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	1	30	48	32	27	42				180
One or more suspensions		3	11	9	19	27				69
Course failure in English Language Arts (ELA)				3	4					7
Course failure in Math				3	3					6
Level 1 on statewide ELA assessment				20	5	16				41
Level 1 on statewide Math assessment				11	11	25				47
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3	6	22	14	35				80

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			22						25
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 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*	36	64	59	34	61	57	28	54	53
Grade 3 ELA Achievement	37	67	59	41	63	58	31	54	53
ELA Learning Gains	54	62	60	52	64	60			
ELA Lowest 25th Percentile	78	59	56	54	62	57			
Math Achievement*	33	69	64	29	66	62	24	61	59
Math Learning Gains	41	67	63	54	68	62			
Math Lowest 25th Percentile	63	56	51	66	58	52			
Science Achievement	46	70	58	34	69	57	26	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)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	388
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
49%	46%	27%	43%	21%		43%

* 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	27%	Yes	3	1
Black/African American Students	46%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	48%	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	36%	37%	54%	78%	33%	41%	63%	46%					
Students With Disabilities	17%	20%	44%		17%	38%							
Black/African American Students	33%	35%	50%	77%	30%	40%	62%	44%					
Hispanic Students	40%				60%								
Economically Disadvantaged Students	37%	36%	54%	75%	34%	40%	61%	49%					

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	28%	31%			24%			26%					
Students With Disabilities	17%	27%			10%			17%					
Black/African American Students	25%	27%			22%			26%					
Hispanic Students	64%				29%								
White Students	40%				40%								
Economically Disadvantaged Students	30%	30%			26%			29%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	36%	65%	-29%	57%	-21%
ELA	4	47%	62%	-15%	56%	-9%
ELA	5	28%	61%	-33%	56%	-28%
Math	3	54%	68%	-14%	63%	-9%
Math	4	31%	68%	-37%	62%	-31%
Math	5	24%	65%	-41%	57%	-33%
Science	5	48%	67%	-19%	55%	-7%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

***science (34% to 46%)**

- *more hands-on/investigation experiences
- *stronger instructional practices
- *increased science vocabulary review
- *targeted additional small group instruction
- *ELA L25 (54%-78%)
- *small groups held with fidelity
- *intentional planning and choice of materials based on data (reteach)
- *assigned mentors

Lowest Performance

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

- *math gains (54% to 41%)
- *Math L25 gains (66%-63%)
- *no math coach to support collaborative planning and data-driven instruction
- *need increased math fluency and lack of foundational math skills
- *increased need for differentiated instruction and targeted intervention
- *Lack of math vocabulary

Greatest Decline

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

- *math gains (54% to 41%)
- *Math L25 gains (66%-63%)
- *no math coach to support collaborative planning and data-driven instruction
- *need increased math fluency and lack of foundational math skills
- *increased need for differentiated instruction and targeted intervention
- *Lack of math vocabulary

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.

*math proficiency (school 33%, state 60%)

*no math coach to support collaborative planning and data-driven instruction

*need increased math fluency and lack of foundational math skills

*increased need for differentiated instruction and targeted intervention

*Lack of math vocabulary

* math teacher vacancy in 4th and 5th grade

EWS Areas of Concern

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

*attendance

Highest Priorities

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

Student Attendance

School Culture & Environment

Staff Professional Development

Instructional Practice leading to increased proficiency

Parent & Community Involvement

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Multiracial Students (MUL)

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.

Standards-based data (FAST/STAR, common assessments, walkthrough data, etc.) collected from the

2024-2025 school year showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Teachers have made significant strides to increase their working knowledge and exposure to the B.E.S.T. standards however, there is still room for improvement in consistently applying these practices, as well as, differentiation, across diverse classrooms to ensure all students benefit.

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.

Proficiency in English Language Arts will increase 11% (from 36 % to 47%), as measured by module assessments, district provided benchmark assessments, state FAST progress monitoring assessments, and formative and summative assessments. Learning Gains for ELA will increase 11% (from 54% to 65%). K-2 classrooms will increase the number of proficiency, measured by Level 3+, by 10% for each grade level.

Proficiency specific to 3rd grade ELA will be set to 48% for the 2025-26 school year. This growth will be achieved through focused instructional coaching, targeted small group interventions, utilization of "pop-up small groups", consistent progress monitoring using FAST and Istation data, school-based assessment data, and implementation of standards-aligned core curriculum and supports.

Monitoring

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

The ILT will conduct intentional and scheduled walk throughs of the classrooms and provide attainable and timely feedback to the teachers. Ongoing data chats will occur allowing teachers to make data driven decisions in the classroom. Data will come from ongoing progress monitoring using any of the following: module assessments, district provided benchmark assessments, formative and summative assessments, FAST/STAR cycles. Coaching Cycles will occur for all educators, fostering continuous professional growth and excellence, not just for those needing improvement.

Monitoring of 3rd grade ELA will include weekly data meetings with teachers to analyze formative assessments, Istation reports, and FAST progress monitoring data. Instructional walkthroughs and feedback cycles will ensure fidelity of standards-aligned instruction and differentiated small groups, including targeted "pop-up small groups" based on real-time student needs. The reading coach will monitor small group instruction, while students track their own progress and set goals through data chats. Monthly coaching cycles and quarterly ILT reviews will assess impact and guide adjustments to instruction and intervention.

Person responsible for monitoring outcome

Andrew Akapnitis (akapnitis@pcs.org)

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:

Gain an intellectual understanding of the Florida's B.E.S.T. Standards for ELA and the FELDS (PK) as a non-negotiable for improving student outcomes, as well as what scholars need to know and show in order to meet proficiency.

Rationale:

K-2 Intervention- Flamingo small group model will be implemented. 3-5 Intervention- Accelerated Small Group Progression Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Chats

Person Monitoring:

By When/Frequency:

Andrew Akapnitis (akapnitis@pcsb.org)

Ongoing 25-26 School Year

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

Data chats will be held for all PK- 5 instructional and support staff members during the necessary time periods to allow for thoughtful and thorough collaboration between stakeholders to monitor the progress of scholars and determine the instructional practices needed to move scholars forward. Implementation of data chats allows all stakeholders to know the scholars' current status as well as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data. Implement a plan for identifying scholars not meeting benchmark in the early grades and bottom quartile, including targeted instruction, and frequent progress monitoring to narrow and close learning gaps early.

Action Step #2

Collaboratives Planning

Person Monitoring:

Kristy Bench, Ashley Carrington, Julie Essom

By When/Frequency:

Ongoing 25-26 School Year

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

Instructional Leadership Team will facilitate collaborative opportunities to refine practices, study K-5 B.E.S.T. & FELDS (PK) standards, examine and differentiate tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned. ILT will differentiate these opportunities based on data to build teacher capacity which will lead to increased scholar growth.

Action Step #3

Data Analysis

Person Monitoring:

Katy Foley (foleyk@pcsb.org)

By When/Frequency:

Ongoing 25-26 school year

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

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

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

For the 2025-2026 school year, the Area of Focus specifically relating to math is Instructional Practices. Based on 2024-2025 Math data, our goal is to increase scholar learning gains and proficiency. To increase scholar learning gains and proficiency, we must improve instructional practice by providing teachers with resources to increase understanding of the Benchmarks for Excellence Student Thinking (B.E.S.T) Math Standards. This includes utilizing the Achievement Level Descriptors and identifying and utilizing mathematical vocabulary to provide individualized instruction to promote learning gains and proficiency. Instructional practices will also be supported by data analysis through regular daily aggressive monitoring; the immediate data collected will provide teachers and scholars Opportunities to Think through activities that promote enrichment and rigorous student-led classrooms. We also will emphasize using the data collected to consistently conduct small groups. This will allow scholars of each grade level to be exposed to differentiated mathematical content to increase scholar proficiency and learning gains.

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 the 2024-2025 data, Fairmount Park Elementary aims to achieve specific, measurable outcomes in mathematics for the upcoming school year. By the end of the 2025-2026 school year, we will anticipate proficiency in mathematics increasing by 7%, reaching 40% proficiency. Math learning gains will increase by 14%, reaching 55%. Additionally, learning gains of Lowest 25% will increase by 7% to a goal of 70%. These targets are set to ensure a significant improvement in student performance and reflect our commitment to providing quality math instruction.

Monitoring

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

To achieve the desired outcomes in mathematics, the Instructional Leadership Team (ILT) of Fairmount Park Elementary will conduct classroom walkthroughs, providing immediate feedback to teachers specifically pertaining to Benchmark/Task alliance, aggressive monitoring and differentiated instruction in alignment with analyzed data. Coaching cycles will be implemented based on classroom data to support and enhance instructional practices. This ongoing monitoring process will ensure timely interventions and adjustments, ultimately improving student achievement outcomes in mathematics.

Person responsible for monitoring outcome

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:

Florida B.E.S.T Standards for Math (K-5), content specific vocabulary and the Achievement Level Descriptors are explored and applied within the core and intervention math block. Teachers will demonstrate a well-rounded understanding of the B.E.S.T Standards for Math. These interventions will be monitored by the ILT through regular classroom walkthroughs, data chats, and coaching cycles by providing feedback and support to teachers to maximize their impact on student achievement.

Rationale:

The rationale for implementing these evidence-based interventions in math is grounded in the need to ensure that all students receive high-quality, standards-aligned instruction that meets their diverse learning needs. By gaining a deep intellectual understanding of Florida's B.E.S.T. Standards for Math and utilizing the Achievement Level Descriptors teachers will be better equipped to deliver instruction that is both rigorous and relevant, ensuring that students can demonstrate proficiency in key areas with an emphasis in vocabulary.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Aggressive Monitoring will be utilized by classroom teachers and interventionist to collect "live" data to determine if the instruction is effective while instruction is taking place. This intervention will be monitored by the ILT through consistent walk-throughs with immediate, specific feedback.

Rationale:

Aggressive monitoring gives educators an immediate snapshot of their scholars abilities during instruction. Monitoring will allow educators and students to give/get opportunities to quickly clarify or revise mathematical thinking.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Targeted Interventions: - K-5 Intervention: Small group intervention will take place in grades K-5 to be provided by homeroom teacher, staff members and other stakeholders with intentionally planned benchmarks and targeted students. Monitoring of Interventions: - These interventions will take place during core and intervention math instruction and be monitored through regular classroom walkthroughs, data chats, and coaching cycles.

Rationale:

The implementation of small group interventions in grades K-5 is crucial to addressing the diverse learning needs of students and ensuring they receive personalized support. These interventions, provided by homeroom teachers and/or additional staff members, will be intentionally planned with specific benchmarks and targeted students using data from multiple points such as, topic

assessments and FAST/STAR cycles. This approach allows for more focused instruction, helping to close learning gaps and promote proficiency and learning gains in math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Collect data of Understanding of Benchmarks will be demonstrated by Learning Target, Mathematical Vocabulary and Opportunities to Think in which are aligned the B.E.S.T Standards for Math (K-5).

Person Monitoring:

Andrew Akapnitis

By When/Frequency:

Ongoing 2025-26 school year

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

The ILT will systematically monitor the impact of these action steps by analyzing data collected during walkthroughs. ILT will input data (student achievement vs. learning target/ task alignment via Teacher) into spreadsheets, offering a clear and organized view of the how impact of educators understanding the B.E.S.T Standards for Math (K-5) impacts the student progress. During meetings, Grade-Level Math Leads will review the data to identify trends, successes, and areas needing improvement. The ILT will also conduct regular classroom walkthroughs to observe the implementation of interventions and provide immediate feedback to teachers. This continuous feedback loop ensures that instructional strategies effectively address student needs, enabling timely adjustments to maximize student achievement and proficiency in math.

Action Step #2

Data chats (Formative Assessments, Aggressive Monitoring Data, FAST/STAR cycles) during PLCs and with all stakeholders at meetings throughout the school year.

Person Monitoring:

Kristy Bench, Naomi Middlebrooks

By When/Frequency:

Ongoing 2025-26 school year

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

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

Action Step #3

Ensure data driven small group instruction done with fidelity.

Person Monitoring:

Andrew Akapnitis, Kristy Bench

By When/Frequency:

Ongoing 2025-26 school year

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

Teachers will work with Math Coach to create a schedule for Math Intervention Block for each relevant grade level. Data will be used to create homogenous groups and a template will be used to monitor student progress. Teachers will be provided with intervention resources. ILT will conduct walkthroughs, provide feedback and compare the impact of small group instruction to student progress.

Area of Focus #3

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.

Continue focusing on collaborative planning, benchmark-aligned instruction, high levels of student engagement with tasks, and intentional small-group instruction focused on foundational literacy skills.

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

We will strategically focus on deepening our knowledge around the Pinellas Early Literacy Initiative, emphasizing VPK-2 classrooms. This initiative ensures equitable use of resources, including instructional supports, school-based professional development, and cycles of coaching and feedback.

Our aim is to strengthen teaching in key areas such as oral language and vocabulary instruction, data-driven small groups, and establishing a robust core learning environment. Prior year data highlighted a significant need for improvement in early literacy skills, indicating that a strong foundation in these areas is crucial for future academic success. By addressing these needs, we can enhance student engagement and achievement in reading/ELA from an early age.

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

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

- Provide print-rich, explicit, systematic, and scaffolded/differentiated instruction to meet the needs of all learners.
- Teach students to decode words, analyze word parts, and recognize words, focusing on fluency and alphabets.
- Increase opportunities for oral language and vocabulary instruction.
- Teach students how and when to use reading comprehension strategies.
- Ensure each student reads connected text daily to support reading accuracy, fluency, and comprehension.
- Conduct data chats on school-wide, district, and state assessments in a timely manner for data-driven decision making.
- Use coaching cycles to increase teacher autonomy and knowledge.
- Implement the Accelerated Learning Plan with fidelity.

Grades K-2: Measurable Outcome(s)

Proficiency scores as measured on STAR PM3 will increase by 10% proficiency in ELA in each grade level.

Grades 3-5: Measurable Outcome(s)

Proficiency scores as measured on STAR PM3 will increase by 8% proficiency in ELA in grades 3-5. This ambitious target will be measured through a comprehensive array of assessments, including the FAST assessment, module assessments, district-provided benchmark assessments, as well as formative and summative assessments. By focusing on these varied and rigorous metrics, we aim to ensure that our students not only meet but exceed their academic potential, reflecting our dedication to educational excellence.

Monitoring

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

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

1. Learning Walks:

- Regular learning walks will be conducted to observe the implementation of best practices in classrooms. These observations will focus on instructional strategies, student engagement, and the use of resources.
- Immediate, actionable feedback will be provided to teachers based on observations to enhance instructional practices.

2. Data Analysis through Professional Learning Communities (PLCs):

- Data will be analyzed systematically during PLC meetings. This includes reviewing assessment

results, student work samples, and other relevant data to identify trends, strengths, and areas for improvement.

- PLCs will facilitate collaborative discussions on effective strategies and interventions to support student achievement.

3. Goal Setting and Progress Monitoring:

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

4. Feedback:

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

5. Collaborative Planning:

- Collaborative planning sessions will be held to align instructional practices with the Area of Focus. Teachers will work together to develop lesson plans, share resources, and discuss instructional strategies.
- These sessions will ensure consistency in the implementation of the Pinellas Early Literacy Initiative and the B.E.S.T. Standards across grade levels. Ongoing monitoring through these methods will allow for timely adjustments to instruction and interventions, directly impacting student achievement outcomes by ensuring that instructional practices are effectively meeting the needs of all students.

Person responsible for monitoring outcome

Andrew Akapnitis & Kristy Bench

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

Rationale:

Evidence-based interventions in grades K-5 is rooted in extensive educational research and best practices that underscore the importance of a structured and differentiated approach to literacy instruction. Providing a print-rich environment ensures that all learners, regardless of their starting point, have access to engaging and comprehensible texts, fostering a love for reading and improving literacy outcomes. Explicit, systematic instruction helps students grasp the mechanics of reading, while scaffolded and differentiated approaches address the varied learning needs within the classroom, ensuring that each student can progress at an appropriate pace. Teaching students to decode words, analyze word parts, and recognize words emphasizes the development of fluency, which is critical for reading proficiency. Additionally, integrating opportunities for oral language and vocabulary instruction into daily lessons enhances students' language skills, which are foundational for comprehension. Explicitly teaching reading comprehension strategies helps students become more effective and strategic readers, improving their ability to understand and analyze texts. Ensuring that each student reads connected text every day supports reading accuracy, fluency, and comprehension, providing the practice necessary to reinforce and apply their learning. This comprehensive approach aims to create a robust literacy foundation for all students, thereby improving overall academic achievement and meeting our measurable outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Implement Data-Driven Instruction

Person Monitoring:

Andrew Akapnitis

By When/Frequency:

Ongoing 2025-26 year

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

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

Action Step #2

Strengthen Professional Development and Coaching Cycles

Person Monitoring:

Ashley Carrington & Julie Essom

By When/Frequency:

Monthly/Quarterly throughout the 25-26 school year

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

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

Action Step #3

Enhance Literacy Instruction Across All Grades

Person Monitoring:

Kristy Bench

By When/Frequency:

Ongoing throughout the 25-26 school year

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

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

Area of Focus #4

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.

Fairmount Park Elementary has identified Students with Disabilities (SWD) as a critical subgroup in need of targeted support. Over the past several years, proficiency rates for SWD have remained below 41%, with limited gains in both ELA and math. Data from state assessments, progress monitoring, and diagnostic tools indicate persistent skill gaps and inconsistent access to grade-level instruction.

This area of focus will strengthen collaborative planning between ESE and general education

teachers, emphasizing shared ownership and intentional alignment between specially designed instruction (SDI) and core content. By improving the connection between student skill deficits and the general education curriculum, we can ensure SWD have equitable access to rigorous instruction and opportunities for growth across all grade levels.

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 May 2026, the percentage of SWD in grades 3–5 scoring Level 3 or above on the Florida Assessment of Student Thinking (FAST) ELA and Math assessments will increase from 29% in ELA and 32% in Math (2024–25 baseline) to 42% in ELA and 42% in Math, narrowing the proficiency gap between SWD and their non-SWD peers.

Monitoring

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

This area of focus will be monitored through:

- Bi-weekly collaborative planning between ESE and general education teachers.
- Weekly PLC collaborative planning sessions to focus on Benchmarks and student goals
- Monthly review of progress monitoring data (e.g., Istation, FAST PM, classroom-based assessments) for SWD.
- Classroom walkthroughs with feedback focused on inclusive practices and SDI alignment.
- Monthly MTSS meetings to review individual student growth and adjust interventions as needed.
- Administration and instructional coaches will track fidelity of SDI implementation through observations and lesson plan reviews.

Person responsible for monitoring outcome

Andrew Akapnitis & Kristy Bench

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will participate in weekly collaborative planning where ESE and general education staff intentionally align SDI to the core instructional goals. Instruction will be designed to address prerequisite skills that SWD need to access grade-level content. Teachers will use formative and diagnostic data to guide targeted, scaffolded support during whole group and small group instruction. Professional learning will focus on: -Clarifying roles and responsibilities in shared ownership of SWD

outcomes -Strengthening SDI design and delivery -Using data to plan skill-based interventions
-Increasing capacity for progress monitoring and instructional decision-making

Rationale:

Evidence shows that when SWD receive consistent, skill-based instruction aligned to grade-level standards—and when both general and ESE teachers share responsibility for student progress—academic outcomes improve. Regular collaboration, targeted scaffolding, and alignment between SDI and core instruction are key levers for closing the achievement gap.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Co-Planning for Aligned Instruction

Person Monitoring:

Ashley Carrington & Katrina Klausing

By When/Frequency:

Weekly, ongoing (beginning August 2025)

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

During weekly collaborative planning, ESE and general education teachers will intentionally co-plan lessons that connect Specially Designed Instruction (SDI) to individual skill gaps and align them to grade-level standards. The planning sessions will include shared data review, scaffold planning, and modeling of effective strategies. Admin and coaches will conduct monthly checks of lesson plans and observe instruction to monitor alignment and fidelity.

Action Step #2

Shared Ownership Walkthroughs

Person Monitoring:

Andrew Akapnitis, Kristy Bench, Katy Foley

By When/Frequency:

Monthly, beginning September 2025

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

The leadership team will conduct monthly classroom walkthroughs using a shared ownership lens, ensuring that both ESE and general education teachers are actively implementing instructional strategies that reflect SDI, accommodations, and differentiation. Walkthrough trends will be discussed during leadership and MTSS meetings and used to provide feedback and coaching.

Action Step #3

SDI Progress Monitoring and Reflection

Person Monitoring:

Katrina Klausing & Katy Foley

By When/Frequency:

Quarterly, starting October 2025

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

The ESE Lead will support quarterly progress monitoring reviews with ESE and general education teachers to evaluate student growth on IEP goals and core academic benchmarks. Teams will reflect

on the effectiveness of SDI delivery and make instructional adjustments as needed. Student performance data will be reviewed during data chats and documented in MTSS notes.

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), Black/African American Students (BLK), Hispanic Students (HSP), Multiracial Students (MUL), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

Fairmount Park Elementary continues to prioritize science instruction as a key area of focus. Although we experienced growth in proficiency, prior year data indicates that only 46% of fifth-grade students scored proficient on the Florida Statewide Science Assessment. To close the gap and meet our proficiency target, we will refine instructional practices and deepen teacher content knowledge, particularly in scientific vocabulary, inquiry-based instruction, and hands-on investigations. Improving teacher capacity and enhancing engagement with the standards will positively impact scholar understanding of core scientific concepts and boost achievement.

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.

Science proficiency on the Grade 5 Florida Statewide Science Assessment will increase from 46% to 50% by the end of the 2025–2026 school year. This reflects a 4% gain and supports our commitment to accelerating academic achievement in science.

Monitoring

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

Implementation and progress will be monitored through:

- Instructional walkthroughs and lesson plan reviews for alignment to FSASS
- Coaching cycles tailored to teacher need
- Ongoing progress monitoring through formative, module, and benchmark assessments
- Data chats with teachers and students to celebrate growth and plan supports
- Collaborative PLCs and weekly planning sessions to analyze data and adjust instruction

Monitoring will be led by the Instructional Leadership Team to ensure responsive, timely adjustments

that maximize student outcomes.

Person responsible for monitoring outcome

Andrew Akapnitis & Shannon Girardello

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will implement hands-on science investigations, increase the use of science academic vocabulary, and deliver instruction aligned to the FSASS. Targeted small group instruction will be provided to students based on performance data.

Rationale:

Research demonstrates that standards-aligned instruction, reinforced by vocabulary development and active engagement through inquiry and experimentation, leads to stronger science proficiency. Small group instruction allows teachers to differentiate based on student need and reinforce key concepts in an accessible way.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Planning with Standards Alignment

Person Monitoring:

Kristy Bench

By When/Frequency:

Bi-Weekly

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

The ILT will lead planning sessions to ensure lesson plans are tightly aligned to NGSSS standards and assessments. Progress monitoring data will guide planning for differentiated instruction.

Action Step #2

Hands-On Science and Vocabulary Focus

Person Monitoring:

Shannon Girardello

By When/Frequency:

Weekly

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

Teachers will integrate science investigations and structured vocabulary strategies into instruction. The ILT will conduct walkthroughs to observe implementation, provide feedback, and ensure hands-on learning is evident in classroom practice.

Action Step #3

Targeted Data Chats and Small Group Instruction

Person Monitoring:

Kristy Bench & Andrew Akapnitis

By When/Frequency:

Monthly

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

Teachers will analyze science data during PLCs to identify target students for small group instruction. Teachers will meet with scholars to review goals and growth, with ILT support during coaching cycles.

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.

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

Measurable Outcome

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

Based on prior year data, Fairmount Park Elementary aims to achieve the following measurable outcomes through the implementation of PBIS: • Decrease the number of students with multiple referrals by 10%, reducing from 20% of K-5 students in the 2024-25 school year to no more than 17% of K-5 students. • Decrease the overall percentage of referrals for each grade level by 5%.

Monitoring

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

The implementation and effectiveness of PBIS will be monitored through regular reviews of behavior data, including office referrals and Class Dojo points. The Instructional Leadership Team (ILT) will

conduct monthly data reviews to track progress and identify areas needing further intervention. Additionally, climate surveys will be conducted twice a year to gather feedback from students, staff, and families. This ongoing monitoring will enable timely adjustments to strategies, ensuring continuous improvement in student behavior and overall school climate.

Person responsible for monitoring outcome

Untilla McCall-Davis (McCall-davisu@pcsb.org)

Evidence-based Intervention:

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

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

Person Monitoring:

Andrew Akapnitis

By When/Frequency:

Ongoing throughout the 25-26 school year

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

The impact of training staff on PBIS strategies and implementing the framework school-wide will be monitored through a multi-faceted approach. The Instructional Leadership Team (ILT) will conduct regular classroom walkthroughs to observe the application of PBIS strategies and adherence to The impact of training staff on PBIS strategies and implementing the framework school-wide will be monitored through a multi-faceted approach. The Instructional Leadership Team (ILT) will conduct regular classroom walkthroughs to observe the application of PBIS strategies and adherence to behavioral expectations. Monthly data reviews of behavior incidents and PBIS points will be conducted to track improvements and identify any areas requiring additional support. Additionally, climate surveys will be administered twice a year to gather feedback from students, staff, and families regarding the effectiveness of PBIS implementation. This continuous monitoring and feedback loop will allow for timely adjustments to the PBIS strategies, ensuring they are effectively fostering a positive school climate and improving student behavior.

Action Step #2

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

Person Monitoring:

Andrew Akapnitis

By When/Frequency:

Ongoing throughout the 25-26 school year

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

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

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

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

culture of accountability and support, ensuring that students are present and ready to learn.

Measurable Outcome

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

Prior year data indicated that attendance rates were below the desired levels, impacting student learning outcomes. To address this, Fairmount Park Elementary aims to increase overall student attendance rates by 4% for each relevant grade level and achieve an overall daily attendance rate of at least 93%. Additionally, the goal is to decrease the number of students with chronic absenteeism (defined as missing 10% or more of the school year) by 6%. By addressing student attendance, we aim to create a culture of accountability and support, ensuring that students are present and ready to learn.

Monitoring

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

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

Person responsible for monitoring outcome

Andrew Akapnitis

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:

Fairmount Park Elementary will implement Tier 2 and Tier 3 interventions, as deemed necessary by the CST team based on weekly data reviews. These interventions will include individualized support plans, regular check-ins, and collaboration with families to address the specific barriers faced by students with attendance issues.

Rationale:

Targeted, personalized support is effective in addressing the diverse and often complex reasons behind chronic absenteeism. By regularly reviewing data, the CST team can promptly identify students who are at risk and tailor interventions to meet their unique needs. This proactive and responsive strategy ensures that each student receives the appropriate level of support, thereby improving attendance rates and fostering a more inclusive and supportive school environment.

Collaboration with families is also critical, as it helps to address external factors influencing attendance and builds a partnership aimed at ensuring the student's success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

School-wide attendance incentive programs will be developed to reward regular attendance and punctuality. These programs will include recognition ceremonies, awards, and tangible rewards for students who meet attendance goals. The Attendance Team, in conjunction with classroom teachers, will review attendance data weekly to identify at-risk students and tailor interventions to meet their needs.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

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

Person Monitoring:

Dominique DeMent

By When/Frequency:

Ongoing throughout the 25-26 school year

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

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

Action Step #2

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

Person Monitoring:

Kristy Bench

By When/Frequency:

Monthly

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

The impact of individualized support plans for students with chronic absenteeism will be monitored through detailed tracking and documentation of each student's attendance patterns and progress. Weekly CST meetings, including classroom teachers, will be held to review attendance data and discuss the effectiveness of the support plans. Regular check-ins with students and their families will be scheduled, and notes from these meetings will be recorded to identify any ongoing barriers to attendance. Adjustments to the support plans will be made based on the data collected and feedback from students and families. This continuous monitoring and iterative approach will ensure that the support plans are responsive to the students' needs and contribute to improved attendance rates.

Action Step #3

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

Person Monitoring:

Kristy Bench

By When/Frequency:

Weekly

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

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

Area of Focus #3

Other: < no answer entered for other >

Area of Focus Description and Rationale

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

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

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

Measurable Outcome

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

For the 2024-25 school year, Fairmount Park Elementary School saw 51% participation in family engagement surveys, 62% attendance at parent-teacher conferences, an 91% student attendance rate, 94 behavior incidents school-wide. For the 2024-25 school year, we aim to increase family engagement survey participation to 75%, parent-teacher conference attendance to 80%, and the student attendance rate to 93%. We also plan to reduce behavior incidents to 85 or fewer and boost academic performance, with targets of 47%/40% for Grade 3-5 meeting or exceeding grade level expectations in ELA and Math. These outcomes will be achieved through targeted family engagement initiatives, enhanced parent-teacher interactions, attendance improvement programs, expanded behavioral support systems, and data-driven academic interventions, fostering a more engaged, accountable, and supportive school community.

Monitoring

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

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

Person responsible for monitoring outcome

Andrew Akapnitis

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:

We are implementing a Family-School Partnership Model as our evidence-based intervention to achieve the measurable outcomes in our Positive Culture and Environment Area of Focus. This model involves structured practices such as regular family workshops, parent-teacher collaboration meetings, and community-building events. The program also includes training for teachers on effective family engagement strategies and the development of individualized family engagement plans tailored to each student's needs. To support this model, we will use digital communication tools to maintain consistent and transparent communication with parents, ensuring they are well-informed and actively involved in their children's education. Monitoring of these interventions will include tracking participation rates, gathering feedback from parents and teachers, and analyzing the impact on student attendance, behavior, and academic performance.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Regular Family Workshops

Person Monitoring:

Andrew Akapnitis

By When/Frequency:

Quarterly

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

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

Action Step #2

Community-Building Events

Person Monitoring:

Kristy Bench

By When/Frequency:

Quarterly

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

step:

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

Action Step #3

Parent-Teacher Collaboration Meetings

Person Monitoring:

Katy Foley

By When/Frequency:

Quarterly

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

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

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, Fairmount Park Elementary School will disseminate the School Improvement Plan (SIP), Schoolwide Program Plan (SWP), and UniSIG budget through multiple channels. These include:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.
- **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

The SIP is made publicly available at:

<https://www.pcsb.org/fairmount-es>

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)).

Fairmount Park Elementary actively builds strong relationships with parents, families, and community partners through meaningful engagement activities and clear communication. We implement our approved Parent and Family Engagement Plan (PFEP) by:

- **Offering Parent Workshops and Academic Coaching:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. New this year is our Academic Coaching Program for targeted home learning support.
- **Providing Mental Health and Wellness Events:** Workshops and resources help families understand and respond to students' emotional and behavioral needs.
- **Sharing Monthly Communications:** The *Falcon Family Connect* digital newsletter offers academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through Class Dojo, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTA:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

◇ The PFEP is made publicly available at: <https://www.pcsb.org/fairmount-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)).

Fairmount Park Elementary is strengthening its academic program by focusing on data-driven instruction, enrichment opportunities, and extended learning time. Key actions include:

- **Priority Focus Areas:** As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and

Math.

- **Extended Learning Time:** Before- and after-school tutoring programs, including our Math Club and STEM Club, provide intervention and enrichment to help close learning gaps and deepen understanding.
- **Small Group Instruction:** Every classroom dedicates time daily for small group reading and math instruction based on formative data, ensuring differentiation for all learners.
- **Accelerated Learning:** We offer access to enrichment programs like science fair preparation, student clubs, and gifted services to challenge high-achieving students.
- **Professional Development:** Staff receive ongoing training in standards-aligned instruction, AVID strategies, and trauma-informed teaching to improve instructional quality.
- **Academic Celebrations:** We regularly celebrate student growth through honor roll recognition, academic assemblies, and classroom shoutouts to build motivation and confidence.

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 is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Fairmount Park Elementary, we coordinate with:

- **Federal Programs:** Title I funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** Organizations like St. Pete First Church provide food, hygiene products, and school supplies to ensure families' basic needs are met.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- **Career Readiness and College Awareness:** Our community outreach prepare students early for college and career readiness.

This comprehensive approach ensures our SIP strategies are aligned with broader efforts to improve

academic outcomes and remove barriers to learning for all students.

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)).

Fairmount Park Elementary is committed to supporting the whole child by addressing their social, emotional, and behavioral needs in addition to academic development. We provide a range of counseling and school-based mental health services to build students' social-emotional competencies, resilience, and life skills.

- **Mental Health Supports:** A full-time school counselor and access to a district social worker help address trauma, grief, anxiety, and behavioral concerns through individual and group counseling.
- **Mentoring Programs:** Our 5000 Role Models and Girlfriends of Pinellas clubs provide leadership opportunities, mentorship, and character education for students, especially those in upper grades.
- **Behavioral Coaching and Check-In/Check-Out (CICO):** Our MTSS Coach and behavior team implement schoolwide Tier 2 and Tier 3 behavioral interventions, including CICO and individualized behavior support plans.
- **Restorative Practices:** Teachers are trained in restorative conversations, conflict resolution, and trauma-informed approaches to help students repair harm, build empathy, and solve problems collaboratively.
- **Wellness and SEL Activities:** Morning meetings, mindfulness practices, and SEL-infused morning news segments promote emotional regulation and a positive classroom climate.

These services empower students to develop critical life skills such as empathy, perseverance, collaboration, and goal setting—essential for long-term success both in and out of school.

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)).

Although we serve elementary students, Fairmount Park Elementary lays a strong foundation for college and career readiness through early exposure to goal setting, academic excellence, and

awareness of future opportunities.

- **College and Career Exposure:** Our hallways are adorned with college pennants, and we hold “College Days” where staff wear their college gear and discuss their educational journey with students. Classrooms engage in college-themed discussions and goal-setting exercises.
- **Guest Speakers and Career Day:** Our annual Career Day introduces students to various professions, with speakers from healthcare, public safety, engineering, and entrepreneurship sharing their experiences and answering student questions.
- **STEM and Leadership Clubs:** Our STEM Club and student leadership programs provide real-world skills in collaboration, problem-solving, and communication—skills critical to workforce readiness.

By building awareness and curiosity about the future, we equip students with the mindset and habits needed to pursue their dreams.

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)).

Fairmount Park Elementary implements a schoolwide Multi-Tiered System of Supports (MTSS) to proactively address academic and behavioral challenges. This model ensures all students receive appropriate support in a timely and equitable manner.

- **Tiered Behavior Interventions:** Our school uses a PBIS framework supported by a schoolwide expectations matrix (SOAR: Safe, On-task, Accountable, Respectful). Positive behavior is reinforced daily through Falcon Bucks and schoolwide celebrations.
- **MTSS Coach and Title I Support Assistant:** These roles are integral to implementing the MTSS framework. They facilitate data-driven problem-solving meetings, support documentation, guide intervention planning, and provide coaching to teachers on behavior strategies.
- **Data-Driven Decision Making:** We monitor early warning indicators and behavioral trends using data dashboards and behavior tracking systems. The MTSS team meets weekly to analyze this data and adjust interventions accordingly.
- **IDEA Alignment:** All behavior interventions are coordinated with Individualized Education Plans (IEPs) and 504 Plans as applicable. Collaboration between general education teachers, ESE staff, and support personnel ensures compliance with IDEA and a seamless service continuum.
- **Parent Involvement:** Families are engaged throughout the MTSS process, including phone calls, conferences, and shared behavior plans. Communication is ongoing to support consistency between school and home environments.

This integrated model reduces disruptions, builds student accountability, and ensures early support for those in need.

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)).

Fairmount Park Elementary prioritizes high-quality professional learning and staff development to build instructional excellence and data literacy, with a strong focus on retention and support of effective educators.

- **Data-Driven Instructional Cycles:** Teachers engage in data talks every 4–6 weeks, supported by instructional coaches and administrators. These sessions focus on formative assessment data, progress monitoring, and action planning.
- **Professional Learning Communities (PLCs):** Weekly PLCs allow grade-level teams to collaborate on standards-aligned planning, analysis of student work, and differentiated instruction strategies.
- **Instructional Coaching:** Our Reading and Math Coaches provide job-embedded support through modeling, co-teaching, and coaching cycles. Teachers receive regular feedback from administrators through instructional walkthroughs.
- **New Teacher Induction and Mentoring:** New staff receive structured onboarding, mentoring support, and monthly check-ins from school leaders. We recognize that building relationships and reducing burnout is essential in a transformation school.
- **Strategic Retention:** We build a positive school culture by celebrating teacher growth, recognizing contributions in staff meetings, and providing leadership pathways (e.g., teacher leads, club sponsors).
- **Targeted PD:** Training includes trauma-informed care, culturally responsive teaching, restorative practices, and science of reading strategies. PD is aligned to school goals and personalized based on teacher needs.

These efforts ensure continuous professional growth and instructional consistency across classrooms.

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)).

Fairmount Park Elementary is proud to house a full-day PreK-3 program, supported by Title I and early childhood funds, to provide a strong two-year foundation for school readiness.

- **Full-Day 3-Year-Old Program:** Our early childhood program offers developmentally

appropriate instruction, integrated play, and social-emotional learning to prepare students for Kindergarten.

- **Smooth Transitions:** The continuity between our PreK-3 and Kindergarten programs helps students and families build familiarity with school staff, routines, and expectations. This seamless transition supports a confident start to formal schooling.
- **Family Engagement:** Parents of PreK students are invited to participate in orientation events, readiness workshops, and transition meetings. We provide families with resources and strategies to reinforce early learning at home.
- **Collaboration with Kindergarten Teachers:** PreK and Kindergarten teachers meet to align curriculum, share student data, and plan transition activities. This collaboration ensures academic and behavioral expectations are clearly communicated and developmentally appropriate.
- **Kindergarten Round-Up and Tours:** Families of rising Kindergarten students are welcomed to tour classrooms, meet teachers, and participate in hands-on learning sessions. Materials are provided in multiple languages to ensure accessibility.

These practices foster a strong school-home connection and ensure our youngest learners are equipped for long-term success.

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.

At Fairmount Park Elementary, we engage in a collaborative and data-informed process with our district to review the use of resources to meet the needs of our ATSI-identified subgroups. This process is anchored in our school's core priorities, and ongoing progress monitoring cycles.

- We will meet weekly with our assigned District Transformation Team and school-based team to review schoolwide and subgroup-specific academic, behavioral, and attendance data.
- Budget planning and resource allocation are aligned to subgroup needs identified through data analysis from FAST, Istation, discipline referrals, attendance reports, and ESE accommodations tracking.
- Our Leadership Team, in partnership with district leaders, will review the effectiveness of staffing, intervention programs, and professional development to ensure alignment with subgroup performance needs.
- Adjustments to resource use are made quarterly based on formative data, walkthrough feedback, and district input, ensuring that interventions and supports are responsive and targeted.

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).

This year, we have prioritized the following resources and supports based on subgroup data:

1. Instructional Coaching & Data Cycles

- Resource: Three full-time instructional coaches - ELA, Math and Science
- Rationale: FAST, i-Station, and Dreambox data indicate proficiency gaps for our Black and SWD (Students with Disabilities) subgroups in these core content areas. Coaches work weekly with teachers in coaching cycles focused on small-group instruction, progress monitoring, and standards-based planning.
- Timeline: August–May, weekly coaching logs, walkthrough data reviewed biweekly, and data monitored regularly to provide timely feedback.

2. Tier 2 and 3 Intervention Staffing

- Resource: Reading and math interventionists, ESE support facilitators
- Rationale: Our MTSS data showed high numbers of students in the urgent intervention band. These staff members deliver daily intervention and pull-out/push-in groups targeting subgroup

students who scored below proficiency.

- Timeline: Daily implementation, progress monitored every 4–6 weeks through the MTSS process.

3. Extended Learning Time

- Resource: After-school tutoring
- Rationale: Subgroup students performing below grade level receive additional academic time with certified staff. Enrollment is based on subgroup performance data.
- Timeline: Begins in October, progress tracked monthly through formative assessments and drive planning for the next session.

4. Trauma-Informed and Culturally Responsive PD

- Resource: Monthly schoolwide PD sessions and district-provided trainings
- Rationale: Behavior referral data highlight the need for stronger teacher-student relationships and behavior management. PD helps equip staff to meet the social-emotional needs of our ATSI subgroups.
- Timeline: Monthly, with ongoing feedback loops and implementation walkthroughs.

5. Family Engagement & Wraparound Services

- Resource: Part-time Family & Community Liaison, PBIS incentives, hygiene and supply drives
- Rationale: Attendance and discipline data indicate a need to reduce barriers for families and increase engagement with identified subgroups.
- Timeline: Year-round events and monthly community reviews with school partners.

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