

Pinellas County Schools

CAMPBELL PARK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kim Noorbakhsh

noorbakhshk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Tiffany Cooney

Cooneyt@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Kara McPherson

McPhersonK@pcsb.org

Position Title

Literacy Coach

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Megan Hires

HiresM@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

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

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

Kelly Trippett

TrippettK@pcsb.org

Position Title

Science Coach

Job Duties and Responsibilities

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

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

TBD

Position Title

MTSS Coach

Job Duties and Responsibilities

The MTSS Coach enhances both academic and behavioral interventions and supports by collaborating with teachers to develop and implement tiered instructional and behavior management strategies aligned with the school's goals. The MTSS Coach provides professional development,

models evidence-based instructional and behavioral practices, and offers ongoing feedback to strengthen classroom implementation. Using academic and behavioral data, the MTSS Coach identifies students who need additional support and guides the development of targeted intervention plans. The MTSS Coach works closely with administrators to integrate MTSS initiatives into the school's overall improvement plan, fostering a culture of continuous improvement, a positive school climate, and ensuring all students receive the academic and behavioral support they need to be successful.

2. Stakeholder Involvement

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

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

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

3. SIP Monitoring

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

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

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	31	66	65	75	55	66	0	0	0	358
Absent 10% or more school days	2	44	33	45	32	33	0	0	0	189
One or more suspensions	0	3	9	5	11	15	0	0	0	43
Course failure in English Language Arts (ELA)	0	0	0	6	7	3	0	0	0	16
Course failure in Math	0	0	0	6	10	2	0	0	0	18
Level 1 on statewide ELA assessment	0	4	25	28	8	15	0	0	0	80
Level 1 on statewide Math assessment	2	14	18	28	14	10	0	0	0	86
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	4	11	3	0	0	0	0	19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	10	6	13	13	0	0	0	0	44

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	14	32	36	21	26	0	0	0	131

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	1	13	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	62	68	62	55	64	59	52	61	57
Grade 3 ELA Achievement	55	70	61	53	67	59	54	63	58
ELA Learning Gains	58	65	63	55	62	60	57	64	60
ELA Lowest 25th Percentile	74	63	58	77	59	56	64	62	57
Math Achievement*	67	72	66	57	69	64	61	66	62
Math Learning Gains	73	69	64	56	67	63	65	68	62
Math Lowest 25th Percentile	80	56	50	67	56	51	79	58	52
Science Achievement	65	72	62	41	70	58	30	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						67%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						534
Total Components for the FPPI						8
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	58%	58%	37%	51%	34%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
Black/African American Students	68%	No		
Economically Disadvantaged Students	69%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%	55%	58%	74%	67%	73%	80%	65%					
Students With Disabilities	60%	43%	73%	73%	56%	67%	67%	59%					
Black/African American Students	62%	55%	59%	76%	66%	75%	83%	64%					
Economically Disadvantaged Students	63%	51%	61%	78%	70%	75%	83%	67%					

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	52%	54%	57%	64%	61%	65%	79%	30%		
Students With Disabilities	50%	47%	47%		41%	59%				
Black/African American Students	50%	51%	57%	68%	60%	66%	80%	27%		
Economically Disadvantaged Students	54%	57%	58%	68%	62%	67%	90%	33%		

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	51%	68%	-17%	60%	-9%
ELA	4	62%	66%	-4%	60%	2%
ELA	5	60%	66%	-6%	61%	-1%
Math	3	49%	71%	-22%	66%	-17%
Math	4	70%	72%	-2%	65%	5%
Math	5	69%	69%	0%	62%	7%
Science	5	64%	70%	-6%	60%	4%

III. Planning for Improvement

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

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

Most Improvement

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

The data component showing the greatest improvement was Science Achievement, which increased 24 percentage points, from 41% in 2025 to 65% in 2026. This was the largest gain of any accountability component.

Several intentional actions contributed to this growth. We implemented protected science instructional time in grades 3rd-5th, standards-aligned planning, frequent progress monitoring, and increased use of hands-on, inquiry-based learning. Teachers in 3rd-5th grade met weekly with our science coach and participated in collaborative planning focused on Florida Benchmarks, analyzed assessment data to target instructional gaps, and incorporated more rigorous questioning and vocabulary development into daily instruction. Fifth-grade teachers also received ongoing coaching and Co-Teaching support, resulting in stronger classroom implementation and improved student performance.

Lowest Performance

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

The subgroup with the lowest performance was Grade 3 Students with Disabilities (SWD) in ELA Achievement, with 43% proficiency. In addition, the school's overall ELA Learning Gains (58%) remained below the state target of 65%, demonstrating that accelerating reading growth across all student groups continues to be a priority. Several factors contributed to these results. Many Grade 3 students with disabilities entered the year significantly below grade level and required intensive intervention while also adapting to the increased rigor of third-grade standards and Florida's first high-stakes reading assessment. Inconsistent attendance for some students, the need for specialized instructional supports, and limited opportunities to accelerate learning beyond foundational skill deficits also impacted achievement. Furthermore, as more students moved into proficiency, maintaining growth among students already performing at Levels 4 and 5 became increasingly important, as these students have fewer opportunities to demonstrate large learning gains under the accountability model. Despite these challenges, the school demonstrated positive trends, increasing ELA Achievement from 55% to 62% and ELA Learning Gains from 55% to 58%. These improvements reflect the impact of strengthened MTSS systems, targeted small-group instruction, collaborative planning, and ongoing progress monitoring. Moving forward, the school will continue refining these

practices by intensifying interventions for struggling readers while providing rigorous, differentiated instruction and enrichment to ensure high-performing students maintain their achievement and continue to make meaningful academic growth.

Greatest Decline

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

The only accountability component that declined from the previous year was ELA Lowest 25% Learning Gains, decreasing 3 percentage points from 77% in 2025 to 74% in 2026. Although this represents a slight decline, the school's performance in this component remains well above both the district (63%) and state (58%) averages.

Several factors contributed to this decrease. One factor was that some students included in the Lowest 25% accountability calculation attended alternative school placements for the school year, limiting the school's ability to provide consistent interventions, monitor progress, and deliver intensive instructional support. Student attendance also impacted performance, as chronic absenteeism reduced instructional time and interrupted the consistency of interventions needed for students with the greatest academic needs. Additionally, many students in the Lowest 25% subgroup entered the year significantly below grade level and required intensive, individualized interventions to address longstanding reading deficits. As overall student achievement increased and more students reached proficiency, sustaining exceptionally high learning gains among the remaining lowest-performing students became increasingly challenging.

Despite the slight decline, the data demonstrates that the school's intervention systems continue to be effective. The school maintained learning gains for nearly three-fourths of its Lowest 25% readers while simultaneously increasing overall ELA Achievement from 55% to 62% and improving ELA Learning Gains from 55% to 58%. Moving forward, the school will continue refining its MTSS process, strengthening attendance initiatives, providing intensive, data-driven interventions for struggling readers, and increasing collaboration with alternative education programs to ensure students receive consistent instructional support regardless of placement.

Greatest Gap

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

The greatest negative gap compared to the state average was Grade 3 Math Achievement, where the school scored 49% compared to the state's 66%, a 17-point difference.

This gap reflects the continued challenge of building mathematical proficiency among younger students while recovering unfinished learning from previous years. Many students entered third grade below grade level in foundational number sense and problem-solving skills, making mastery of grade-level standards more difficult. However, encouraging trends are evident across the school. Fourth-grade Math Achievement exceeded the state average by 5 percentage points, fifth-grade Math

Achievement exceeded the state by 7 percentage points, and overall Math Achievement increased from 57% to 67%. These results suggest that instructional improvements are having a positive impact as students progress through the upper elementary grades, and continued focus on strengthening K–3 mathematics instruction should help close the Grade 3 gap over time.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data, two significant areas of concern emerge:

1. Chronic Absenteeism

Attendance is the most significant early warning indicator. Of the school's 358 students, 189 students (53%) missed 10% or more of the school year, with the highest numbers occurring in Grades 1 (44 students), 3 (45 students), 2 (33 students), 4 (32 students), and 5 (33 students). Chronic absenteeism likely contributed to lower academic performance and increases the risk of students falling behind academically and behaviorally. Improving daily attendance should remain a top priority to ensure students have consistent access to high-quality instruction.

2. Students with Multiple Early Warning Indicators

Another area of concern is the large number of students experiencing multiple risk factors. A total of 131 students (37% of enrollment) had two or more early warning indicators, with the greatest concentrations in Grades 3 (36 students), 2 (32 students), and 5 (26 students). These students are at increased risk for ongoing academic struggles, behavior concerns, and future retention. This data highlights the need for continued MTSS interventions, attendance supports, and targeted academic and behavioral monitoring to address multiple barriers to student success.

Highest Priorities

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

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

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Implementing student-centered practices will engage students more deeply in their learning process, promoting critical thinking and problem-solving skills. By fostering a learning environment where students are actively involved and receiving high-quality feedback, we expect to see an increase in their understanding and application of mathematical concepts. The tailored instructional supports will address the diverse needs of our students, ensuring that each student has the opportunity to succeed. This approach will not only improve overall student proficiency but also support continuous academic growth. This focus was identified as crucial based on our review of the prior year's data, which highlighted significant gaps in student achievement, particularly in mathematics. Our current proficiency rates indicate a need for more effective instructional strategies and supports to enhance student learning outcomes. By adopting these student-centered practices and ensuring comprehensive supports, we aim to address these gaps and improve our students' academic performance.

Measurable Outcome

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

Based on our 2025–2026 school year data, which showed a K–2 math proficiency rate of 48% and a Grades 3–5 math proficiency rate of 67%, we have identified the need to continue strengthening mathematics instruction to ensure all students achieve at high levels. While student performance has improved, increasing mathematical proficiency and accelerating growth for all learners remain key priorities.

To address these needs, we will implement student-centered instructional practices, targeted intervention, and data-driven instructional supports. Our measurable goals are to increase K–5 math proficiency to 65% and math learning gains to 70%, ensuring students demonstrate both achievement and continuous academic growth.

Monitoring

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

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

In addition to weekly planning, the math coach will support teachers in implementing aggressive monitoring systems that include frequent checks for understanding, use of student work trackers, and real-time formative assessments to closely monitor progress. Data will be reviewed monthly to analyze assessment results, classroom performance, and daily work samples. Students not meeting benchmark expectations will be placed in targeted intervention groups, where instruction is differentiated and aligned to their specific needs. These groups will be fluid and adjusted regularly based on ongoing data, ensuring that all students receive timely, responsive support that accelerates learning and improves overall math achievement.

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Targeted Small Group Instruction (K–5)

Person Monitoring:

Megan Hires and administration

By When/Frequency:

Ongoing

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

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

Action Step #2

Collaborative Planning and Data Review (K–5)

Person Monitoring:

Megan Hires and Administration

By When/Frequency:

Weekly

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

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

Action Step #3

Integrate Writing Across Content Areas

Person Monitoring:

Instructional Coaches and administration

By When/Frequency:

Weekly

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

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

Action Step #4

Aggressive Monitoring and Feedback (K–5)

Person Monitoring:

Megan Hires and administration

By When/Frequency:

Weekly

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

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

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Improving ELA instruction across grades K–5 remains a top priority to ensure all students become proficient readers and continue to demonstrate academic growth. During the upcoming school year, we will implement a comprehensive system of monitoring, timely feedback, targeted small-group instruction, and data-driven interventions to accelerate learning for every student. These practices will be supported through collaborative planning, frequent progress monitoring, and differentiated instruction to address individual student needs while maintaining high expectations for all learners.

This area of focus was identified through a review of the 2025–2026 accountability data, which showed an overall ELA Achievement rate of 62% and an ELA Learning Gains rate of 58%, below the target of 65%. While the school demonstrated significant improvement in overall ELA proficiency, increasing learning gains remains a priority, particularly for students performing below grade level. At the same time, the school recognizes the importance of maintaining proficiency and continued growth for students already performing at Levels 3, 4, and 5. By strengthening instructional systems, increasing the frequency of progress monitoring, and providing both targeted intervention and rigorous enrichment opportunities, we will ensure all students receive the appropriate level of support and challenge needed to maximize academic growth.

Measurable Outcome

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

Grades K-5 will increase ELA proficiency from 52% in grades K-2 and 62% in grades 3-5 to 65% and learning gains from 58% to 65%. Third grade students will increase 55% to 65%.

Monitoring

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

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

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

Person(s) Responsible:

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

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

action steps and the person responsible for each step.

Action Step #1

Targeted Small Group Instruction (K–5):

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

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

Action Step #2

Collaborative Planning and Data Review (K–5)

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

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

Action Step #3

Aggressive Monitoring and Feedback (K–5)

Person Monitoring:

Literacy Coaches and administration

By When/Frequency:

Weekly

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

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

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.

Strengthening early literacy instruction in Kindergarten through Grade 2 remains a critical area of focus to ensure students develop the foundational reading skills necessary for long-term academic success. The school will continue implementing evidence-based literacy practices through explicit phonics instruction, small-group differentiated instruction, progress monitoring, and data-driven interventions within the MTSS framework. Teachers will use collaborative planning, aggressive monitoring, and targeted instructional supports to address individual student needs while providing

enrichment opportunities for students performing above grade level.

This area of focus directly impacts student learning by building strong foundational skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension before students enter the accountability grades. Strong early literacy instruction increases the likelihood that students will achieve proficiency by Grade 3 and continue to demonstrate academic success throughout elementary school.

This focus was identified through a review of the 2025–2026 K–2 ELA data. While the school demonstrated significant improvement, increasing its K–2 ELA score from 40 to 52 points (a 12-point increase) and improving from a School Grade of D to C, performance remains below both the district (66 points) and the state (58 points). Grade-level results showed improvement across all grades, with Kindergarten increasing 10 percentage points (59% to 69%), Grade 1 increasing 3 percentage points (34% to 37%), and Grade 2 demonstrating the greatest growth with a 24-point increase (27% to 51%). Although these gains reflect the effectiveness of the school's instructional systems, continued focus is needed to increase proficiency across all K–2 grade levels, particularly in Grade 1, to ensure students enter Grade 3 prepared for grade-level reading expectations.

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 the end of the 2026–2027 school year, Campbell Park Elementary will increase its K–2 ELA score from 52 to 66 points, earning a School Grade of A for K–2 ELA. Grade-level proficiency will increase to 75% in Kindergarten, 50% in Grade 1, and 60% in Grade 2, as measured by the STAR Early Literacy and STAR Reading assessments.

Monitoring

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

This will include regular assessments, data analysis, and instructional adjustments. Students will take reading assessments to track their progress in key areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These assessments will include standardized tests, teacher created assessments, and formative assessments like running records and fluency checks. Data will be analyzed in first and second grades using ELFAC ongoing data collection, while all grades will be monitored through small group lessons, module assessments, and state progress monitoring. The collected data will be analyzed to identify trends, strengths, and areas needing improvement. This analysis will help in understanding each student's progress and the effectiveness of the interventions being used. Based on the assessment data, teachers will adjust their instructional strategies to better meet the needs of their students. This may involve differentiated instruction, small group interventions, or one-on-one support. Teachers, reading coaches, and administrators will

hold progress monitoring meetings to review student data, discuss challenges, and plan for additional supports or adjustments as needed. Ongoing monitoring will provide timely feedback on student progress, allowing for immediate intervention when a student is not meeting expected benchmarks.

Person responsible for monitoring outcome

Tiffani Cooney

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–2, teachers will implement the Flamingo Small Group Model, which follows a structured sequence of instruction that builds students' foundational literacy skills through Reading for Fluency, Targeted Assessment, Explicit Word Instruction, Reading for Meaning, and Connecting Reading and Writing. This predictable instructional routine provides systematic, explicit phonics instruction while allowing teachers to differentiate lessons based on individual student needs. In grades 3–5, teachers will implement the Accelerated Learning Plan with Advanced Decoding, which aligns with core instruction and includes Reading for Fluency, Advanced Decoding, Explicit Vocabulary, Text Reading with Comprehension, and Writing About Reading to strengthen reading proficiency and comprehension. Across all grade levels, students will utilize Amira, an AI-powered reading assessment and tutoring program grounded in the science of reading. Amira provides personalized reading practice, real-time coaching, and immediate feedback while identifying individual skill gaps in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use Amira's diagnostic and progress-monitoring data to inform small-group instruction, target interventions, and adjust instruction based on each student's needs. The effectiveness of these interventions will be monitored through ongoing formative assessments, Flamingo targeted assessments, Advanced Decoding progress checks, Amira data, and regular PLC data reviews. Teachers will use this information to make timely instructional adjustments, monitor student growth, and ensure all students receive the targeted support needed to achieve grade-level proficiency.

Rationale:

Explicit instruction is an evidence-based practice that accelerates student learning through clear explanations, teacher modeling, guided practice, immediate corrective feedback, and frequent opportunities for application. Instruction will be differentiated based on students' readiness, interests, and learning needs by adjusting content, instructional processes, learning tasks, and classroom supports while maintaining rigorous, standards-aligned expectations. Teachers will engage students in relevant, active learning experiences that promote mastery of grade-level standards and increase student engagement and achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

Provide comprehensive training for teachers on the Flamingo Small Group Model, the Accelerated Learning Plan with Advanced Decoding, and the i-Station program. The reading coaches will train new staff and coach returning staff in these models during PLCs. Both reading coaches and administration will monitor the implementation through walkthrough data.

Action Step #2

Small Group Instruction

Person Monitoring:

Literacy Coaches and Administration

By When/Frequency:

Weekly

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

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

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Implementing these comprehensive instructional strategies will continue to strengthen science achievement by providing students with engaging, standards-based learning experiences that promote inquiry, critical thinking, and real-world application of scientific concepts. Through collaborative planning, data analysis, hands-on investigations, academic discourse, and frequent formative assessments, teachers will deepen students' understanding of the Florida Benchmarks while providing targeted support to address learning gaps. Ongoing progress monitoring and instructional coaching will ensure that instruction remains responsive to student needs and maintains a high level of rigor.

This area of focus was identified through a review of the 2025–2026 accountability data, which showed science proficiency increased significantly from 41% to 65%, exceeding the school's goal and reflecting the success of our instructional improvements. However, a deeper analysis of the data

revealed that our general education students did not perform as well as our FSAA students in demonstrating proficiency. While this highlights the effectiveness of our instructional supports for students participating in the FSAA, it also indicates a need to strengthen core Tier 1 science instruction and differentiation for our general education population. During the 2026–2027 school year, the school will focus on increasing science proficiency among general education students by continuing standards-based instruction, strengthening inquiry-based learning, providing targeted interventions, and expanding opportunities for students to engage in rigorous scientific thinking and problem-solving while maintaining the high performance demonstrated by our FSAA students.

Measurable Outcome

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

By implementing comprehensive instructional support and enrichment strategies, we aim to increase the 5th grade science proficiency rate to 65%

Monitoring

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

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

Person responsible for monitoring outcome

Kim Noorbakhsh

Evidence-based Intervention:

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

Description of Intervention #1:

Across grades K–5, the following practices will be implemented: - Systematic, explicit instruction in foundational reading and comprehension strategies - Aggressive monitoring to track student understanding in real time - Immediate feedback to clarify misunderstandings and reinforce learning Targeted small-group interventions based on formative data to close skill gaps These interventions

are grounded in research and have been proven effective in accelerating science proficiency and supporting students with varying academic needs

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Aggressive Monitoring and Feedback (K–5)

Person Monitoring:

Instructional Coaches and Administration

By When/Frequency:

Weekly

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

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

Action Step #2

Targeted Small Group Science Instruction in 5th Grade

Person Monitoring:

Science Coach

By When/Frequency:

Monthly

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

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

Action Step #3

Collaborative Planning and Data Review (K–5)

Person Monitoring:

Science Coach and Administration

By When/Frequency:

Weekly

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

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

Action Step #4

Writing Across Content Areas

Person Monitoring:

Science Coach and Administration

By When/Frequency:

Weekly

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

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

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

Improving academic achievement and learning gains for Black students in grades K–5 is a schoolwide priority. The school will strengthen Tier 1 instruction through standards-based planning, targeted small-group instruction, frequent progress monitoring, and data-driven interventions to ensure all Black students receive the support and rigor needed to succeed. Efforts will also focus on improving attendance, reducing discipline referrals, and maintaining proficiency for students performing at Levels 3, 4, and 5.

This area of focus was identified through a review of the 2025–2026 accountability data. While the school demonstrated overall growth in ELA, Math, and Science achievement, data analysis indicates a continued need to accelerate learning gains and increase proficiency for Black students across all grade levels. By strengthening instructional practices and providing timely interventions, the school aims to improve outcomes and close achievement gaps for Black students.

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 the end of the 2026–2027 school year, Black students will increase proficiency in ELA and

Mathematics by at least 5 percentage points, increase learning gains to 65%, and maintain or improve proficiency for students currently performing at Levels 3, 4, and 5, as measured by the FAST assessment.

Monitoring

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

Progress toward this area of focus will be monitored through a system of aggressive monitoring, which includes real-time checks for understanding, student work analysis, and frequent formative assessments specifically disaggregated by subgroup. Teachers will implement daily monitoring routines to identify misconceptions early and adjust instruction based on student responses and performance. Classroom walkthroughs conducted by school leaders will focus on student engagement, instructional equity, and implementation of culturally responsive practices. Monthly data meetings will include a review of subgroup performance trends, intervention effectiveness, and progress toward closing the achievement gap for Black students. Instructional coaches will provide feedback and support during planning and instruction, ensuring that strategies are consistently implemented with fidelity and adjusted to meet student needs. This multi-tiered approach to monitoring ensures timely interventions and instructional adjustments that drive equitable student success.

Person responsible for monitoring outcome

Kim Noorbakhsh

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will implement instructional strategies that build on students' background knowledge, experiences, interests, and prior learning while utilizing high-yield instructional practices such as academic discourse, cooperative learning, explicit vocabulary instruction, and purposeful questioning to increase engagement, deepen understanding of grade-level standards, and improve academic achievement. In addition, teachers will foster strong teacher-student relationships through consistent relationship-building, affirming feedback, and high expectations that promote student confidence, a sense of belonging, and academic success.

Rationale:

These interventions are designed to increase student engagement, strengthen academic achievement, and accelerate learning by providing rigorous, standards-based instruction that connects to students' background knowledge and experiences. High-yield instructional strategies, combined with strong teacher-student relationships and affirming feedback, create an engaging learning environment where students are challenged, supported, and motivated to achieve at high levels.

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

No

Action Steps to Implement:

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

Action Step #1

Use Data to Drive Instructional Decisions

Person Monitoring:

Instructional Coaches and Administration

By When/Frequency:

Monthly

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

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

Action Step #2

Enhancing Student Engagement and Achievement Through Meaningful Instruction

Person Monitoring:

Instructional Coaches and Administration

By When/Frequency:

Weekly

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

To enhance student engagement and academic achievement, teachers will cultivate positive classroom environments where curiosity, perseverance, collaboration, and academic risk-taking are encouraged. Instruction will incorporate strategies that build on students' background knowledge, experiences, interests, and prior learning to make lessons meaningful and relevant while maintaining rigorous, standards-aligned expectations. Teachers will intentionally plan active learning experiences that promote student ownership, academic discourse, cooperative learning, and critical thinking. Collaborative learning opportunities and purposeful feedback will foster strong relationships, increase student engagement, and support deeper understanding of grade-level content for all learners.

Area of Focus #6

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.

Improving academic achievement for Students with Disabilities (SWD) remains a schoolwide priority. Analysis of the 2025–2026 accountability data indicates that SWD students continue to perform below their non-disabled peers, with Grade 3 SWD ELA Achievement identified as the school's lowest-performing subgroup at 43% proficiency. While the school demonstrated overall increases in ELA,

Math, and Science achievement, the data highlights the need to accelerate growth and improve proficiency for students with disabilities across all grade levels.

Students with disabilities benefit from explicit, systematic instruction that includes appropriate accommodations, scaffolded supports, and frequent opportunities to practice grade-level standards. The school will strengthen Tier 1 instruction by implementing high-leverage instructional practices such as explicit modeling, guided practice, frequent checks for understanding, immediate feedback, and targeted small-group intervention through the MTSS framework. Teachers will utilize progress-monitoring data to adjust instruction and ensure students receive timely support aligned to their individual needs and IEP goals. By maintaining high expectations and increasing access to rigorous, standards-based instruction, the school aims to improve proficiency, increase learning gains, and close the achievement gap for Students with Disabilities.

Measurable Outcome

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

Increase the average proficiency rate for SWD students in Reading and Math from 62% to 65%.

Monitoring

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

Progress will be monitored through:

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

Person responsible for monitoring outcome

Administration and MTSS Coach

Evidence-based Intervention:

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

Description of Intervention #1:

Direct, explicit instruction using a multi-sensory, systematic approach Frequent, small-group

reteaching and scaffolded practice opportunities Use of IEP-aligned accommodations during both core and intervention blocks Ongoing progress monitoring using formative data and diagnostic tools to adjust instruction

Rationale:

The selected interventions are grounded in research-based practices proven to improve outcomes for Students with Disabilities. Through explicit, systematic instruction, targeted small-group intervention, and IEP-aligned accommodations, students will receive equitable access to rigorous, grade-level instruction while addressing individual learning needs. Ongoing progress monitoring and data-driven instructional decisions will ensure timely adjustments to instruction, targeted support, and continuous academic growth. Together, these interventions provide a comprehensive framework that removes barriers, builds student confidence, and increases proficiency in reading and mathematics.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Improve Instructional Practices for SWD Students

Person Monitoring:

Kim Noorbakhsh

By When/Frequency:

Monthly

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

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

Action Step #2

Aggressive Monitoring and Intervention Plans

Person Monitoring:

Kim Noorbakhsh

By When/Frequency:

Monthly

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

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

reviewed.

This area of focus is designed to strengthen schoolwide behavior systems through the consistent implementation of Positive Behavioral Interventions and Supports (PBIS). During the 2025–2026 school year, the school reduced office discipline referrals from an average of 31 to 23 office calls per day, demonstrating the positive impact of schoolwide behavior expectations and intervention systems. However, behavior incidents continue to interrupt instructional time and impact student learning. Data analysis revealed that 56% of the student population received at least one office discipline referral, indicating a need to strengthen Tier 1 behavior supports by ensuring behavioral expectations are explicitly taught, consistently reinforced, and implemented with fidelity across all classrooms. Additionally, 27 students accounted for 56% of all office discipline referrals, highlighting the need to strengthen Tier 2 and Tier 3 interventions through more intensive, individualized behavioral supports and ongoing progress monitoring.

By strengthening Tier 1 universal practices while enhancing Tier 2 and Tier 3 interventions through data-based problem solving, targeted behavior plans, and consistent implementation of PBIS, the school will reduce office referrals, maximize instructional time, and create a positive learning environment where all students can be successful.

Measurable Outcome

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

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

Monitoring

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

Progress will be monitored through:

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

Person responsible for monitoring outcome

Tiffani Cooney

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Behavior-Specific Praise (BSP) and Active Supervision

Rationale:

Behavior-Specific Praise and Active Supervision are evidence-based PBIS practices that increase positive student behavior, improve classroom engagement, and reduce office discipline referrals. By consistently acknowledging expected behaviors, actively monitoring students, and providing immediate positive feedback and redirection, staff create predictable and supportive learning environments where students understand and meet behavioral expectations. When combined with data-driven Tier 2 and Tier 3 interventions for students requiring additional support, these practices maximize instructional time, improve school climate, and promote positive behavioral outcomes for all students.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Strengthen Tier 1 Behavior Supports

Person Monitoring:

MTSS Coach and Tiffani Cooney

By When/Frequency:

Weekly

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

Implement schoolwide PBIS with fidelity by explicitly teaching, modeling, practicing, and reinforcing behavioral expectations in all settings. Teachers will provide daily behavior instruction, consistent acknowledgment of positive behaviors, and regular reteaching throughout the school year to reduce the number of students receiving office discipline referrals.

Action Step #2

Enhance Tier 2 and Tier 3 Interventions

Person Monitoring:

MTSS Coach and Tiffani Cooney

By When/Frequency:

Weekly

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

Utilize behavior data to identify students requiring additional support and implement targeted Tier 2 and Tier 3 interventions, including Check-In/Check-Out, social skills instruction, mentoring, individualized behavior intervention plans, and functional behavior assessments when appropriate. Student progress will be monitored regularly, and interventions adjusted based on data.

Action Step #3

Build Staff Capacity Through Consistent Behavior Practices

Person Monitoring:

Tiffani Cooney

By When/Frequency:

Monthly

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

step:

Provide ongoing professional learning and coaching to ensure staff consistently implement proactive classroom management strategies, restorative practices, de-escalation techniques, and behavior intervention protocols. Classroom walkthroughs and feedback will be used to monitor implementation and promote consistency across all classrooms.

Action Step #4

Increase Family Engagement and Data Monitoring

Person Monitoring:

MTSS Coach and Tiffani Cooney

By When/Frequency:

Monthly

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

Strengthen partnerships with families by maintaining regular communication regarding behavior expectations, student progress, and intervention plans. The PBIS/MTSS team will review discipline data monthly to identify trends, monitor the effectiveness of Tier 1, Tier 2, and Tier 3 supports, and make timely adjustments to improve student outcomes.

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.

Improving student attendance across grades K–5 is a critical priority because consistent attendance is directly linked to academic achievement, behavior, and overall student success. Students who attend school regularly have greater access to high-quality instruction, interventions, and enrichment opportunities, leading to increased academic growth and proficiency. The school will strengthen attendance systems by implementing proactive family communication, early identification of attendance concerns, targeted interventions through the MTSS process, attendance incentives, and partnerships with families and community agencies to remove barriers to regular attendance.

This area of focus was identified through a review of the 2025 attendance data. While the percentage of students attending school regularly (missing less than 10% of instructional days) improved at the beginning of the year compared to 2024, attendance declined as the year progressed. By May, only 34.6% of students had missed less than 10% of school, while 39.8% were chronically absent (missing more than 20% of school days). Although this represents an improvement from 48.6% chronically absent in May of the previous year, chronic absenteeism remains a significant barrier to student achievement. The data indicates a continued need for schoolwide attendance supports and targeted interventions for students with emerging and chronic attendance concerns to maximize instructional time and improve academic outcomes.

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 the end of the 2026–2027 school year, Campbell Park Elementary will reduce chronic absenteeism from 39.8% to 25% and increase the percentage of students with satisfactory attendance from 34.6% to 50% through the implementation of Tier 1 attendance supports and targeted Tier 2 and Tier 3 interventions, as measured by monthly attendance data.

Monitoring

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

Student attendance will be monitored daily by classroom teachers, the data management technician, school counselor, social worker and administration using district attendance reports and early warning data. Attendance trends will be reviewed during biweekly Child Study Team (CST) meetings to identify students with emerging attendance concerns and determine appropriate Tier 2 and Tier 3 interventions. The team will monitor the effectiveness of attendance plans, family outreach, mentoring, home visits, attendance contracts, and community agency referrals, adjusting supports based on individual student needs.

Ongoing monitoring will ensure attendance concerns are addressed before they become chronic, allowing students to receive consistent access to core instruction, interventions, and enrichment opportunities. By increasing instructional time and responding proactively to attendance barriers, the school expects to improve student engagement, academic achievement, behavior, and overall school success.

Person responsible for monitoring outcome

Kim Noorbakhsh

Evidence-based Intervention:

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

Description of Intervention #1:

Create a three-tiered approach that starts with foundational support for the whole school. These foundational supports are followed by prevention-oriented supports (Tier 1), more personalized outreach (Tier 2), and intensive intervention (Tier 3).

Rationale:

A Multi-Tiered Attendance Support Framework is an evidence-based approach that improves attendance by providing proactive, data-driven interventions matched to student need. Universal Tier 1 strategies promote positive attendance habits for all students, while Tier 2 and Tier 3 supports

provide increasingly intensive interventions for students experiencing attendance challenges. Regular data reviews through the Child Study Team ensure interventions are adjusted based on student progress, increasing instructional time and improving academic achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Enhancing Attendance Interventions

Person Monitoring:

Guidance Counselor/Social Worker

By When/Frequency:

Weekly

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

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

Action Step #2

Strengthen Tier 1 Attendance Practices

Person Monitoring:

Guidance Counselor/Social Worker

By When/Frequency:

Monthly

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

Implement a schoolwide attendance framework that promotes the importance of daily attendance through explicit communication with students and families, classroom attendance goals, positive attendance recognition, and schoolwide incentive programs. Attendance expectations will be taught and reinforced throughout the school year to establish a culture where every day counts.

Action Step #3

Implement Tier 2 and Tier 3 Attendance Interventions

Person Monitoring:

Kim Noorbakhsh

By When/Frequency:

BiWeekly

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

Identify students with emerging and chronic attendance concerns through weekly attendance reviews and provide targeted interventions, including attendance contracts, mentoring, parent conferences, Check & Connect, home visits, and referrals to community agencies. Individualized attendance plans will be developed and monitored for students requiring intensive support.

Action Step #4

Strengthen Family and Community Partnerships

Person Monitoring:

Guidance Counselor/Social Worker

By When/Frequency:

Weekly

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

Increase family engagement by maintaining consistent communication regarding attendance expectations, recognizing improved attendance, and connecting families with school and community resources that address barriers such as transportation, health, housing, and basic needs. Partnerships with community agencies will be leveraged to provide wraparound supports that improve student attendance and engagement.

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.

The SIP will be publicly available on our school's website at: <https://www.pcsb.org/campbell-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)).

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

1. Ongoing Communication We maintain consistent two-way communication through Class Dojo, newsletters, phone calls, emails, and our school website to keep families informed of school events, student progress, and available resources. Teachers also provide regular academic updates through progress reports, report cards, and parent-teacher conferences.
2. Family Engagement Events We host a variety of family nights—such as literacy nights, math events, and curriculum showcases—to involve families in their child's learning. These events offer hands-on experiences and strategies parents can use at home.
3. Parent and Community Involvement in Decision-Making Parents are encouraged to participate in our School Advisory Council (SAC), and Title I Annual Meeting. We also engage local businesses, organizations, and faith-based partners to support school-wide initiatives and

student success.

4. Access to Resources and Support Our Title I Family Resource Center provides materials, information, and support to families. Our Guidance Counselor, Social Worker, Suncoast Counselor, and Family Navigator work together to connect families to community resources, remove barriers to learning, and improve attendance.
5. Welcoming School Environment We are intentional about creating a warm, welcoming environment where every family feels valued. Translators are available as needed to ensure all families can participate and access information in a language they understand.

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

At Campbell Park Elementary, we are deeply committed to strengthening our academic program by providing all students with rigorous instruction, extended learning opportunities, and meaningful enrichment experiences. Our primary focus is on improving early literacy in grades K–2, as outlined in Area of Focus 1 of our School Improvement Plan (SIP). Through systematic, explicit instruction in foundational reading skills—such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—we aim to build the strong foundation students need for long-term academic success. To increase both the amount and quality of learning time, we are implementing a schoolwide system of aggressive monitoring and targeted interventions across grades K–5. This approach allows teachers to track student understanding in real time, provide immediate feedback, and deliver small group instruction tailored to students’ specific needs. These timely supports help accelerate learning and prevent skill gaps from widening. We are also expanding learning time through after-school tutoring programs, in-school intervention blocks, and enrichment opportunities that challenge and engage students at all levels. Instructional tasks across all subjects are carefully aligned to the full depth and breadth of the standards, ensuring that students are not only exposed to grade-level content but are also developing the critical thinking and problem-solving skills necessary to excel. Our efforts to strengthen the academic program extend beyond the classroom. We provide families with tools and strategies to support learning at home. Workshops in literacy, math, and science help parents understand what their children are learning and how they can reinforce those skills. These events are offered in accessible formats to ensure all families can engage. In addition, we continue to foster a culturally responsive environment where students see themselves reflected in the curriculum and feel a sense of belonging. We know that when students feel seen, supported, and challenged, they are more likely to thrive. By combining high-quality instruction, increased learning time, targeted

interventions, and meaningful family partnerships, Campbell Park Elementary is building a strong academic program that meets the needs of all learners and sets them on a path to success.

How Plan is Developed

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

The School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) at Campbell Park Elementary are developed through collaboration with school staff, families, district leaders, and community partners. The planning process integrates federal, state, and local services to ensure a coordinated approach that meets the academic and social-emotional needs of students. The SIP aligns with Title I requirements and supports for Targeted Support and Improvement (TSI), focusing on closing achievement gaps. We coordinate with mental health services, violence prevention programs, and the Suncoast Mental Health Counselor and Family Navigator to address behavior, attendance, and family needs. We also collaborate with nutrition programs, housing support services, Head Start, and Pre-K providers to ensure readiness and wraparound support for families. Adult learning opportunities and family workshops strengthen the home-school connection, ensuring all resources work together to improve student outcomes.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Campbell Park Elementary is committed to supporting the whole child by providing services that enhance students' social, emotional, and behavioral development. We offer school-based counseling and mental health services through our Guidance Counselor, Social Worker, and the Suncoast Mental Health Counselor, who provide individual and group support, crisis intervention, and social-emotional learning. Students also benefit from mentoring programs coordinated with community partners and our Family Navigator, who connects families to external resources that address barriers such as housing, food insecurity, and access to healthcare. These services are designed to strengthen students' resilience, self-regulation, and interpersonal skills. Our Positive Behavior Interventions and Supports (PBIS) framework promotes character development, leadership skills, and a positive school culture. Daily morning meetings, afternoon check-ins, and restorative practices help build relationships and improve communication and conflict resolution skills. Together, these strategies support student growth beyond academics, ensuring they are emotionally prepared and socially equipped to succeed in school and life.

Preparing for Postsecondary Opportunities and the Workforce

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

While Campbell Park Elementary does not offer direct access to postsecondary credit or career and technical education programs due to our grade levels, we are committed to laying a strong foundation for future college and career readiness. Our efforts focus on developing the academic, social, and leadership skills students need to succeed long term. Through integration of the Leader in Me framework, we teach students essential habits such as goal setting, responsibility, collaboration, and decision-making—skills that support lifelong success in both college and careers. Classroom lessons and schoolwide activities promote critical thinking, communication, and self-management. In addition, we expose students to a variety of career paths through guest speakers, career days, and community partnerships, helping students begin to explore their interests and envision future

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

Addressing Problem Behavior and Early Intervening Services

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

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

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

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

Professional Learning and Other Activities

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

Campbell Park Elementary provides ongoing professional learning and support for teachers, paraprofessionals, and school staff to improve instructional practices and strengthen the use of data to drive student achievement. Professional development is designed to be job-embedded, data-driven, and aligned with schoolwide academic and behavioral goals. Teachers participate in regular collaborative planning sessions, data chats, and instructional coaching cycles focused on the use of formative assessment data to inform small-group instruction and targeted interventions. Specific

emphasis is placed on improving early literacy, foundational math skills, and Tier 1 behavior practices. Paraprofessionals also receive training to support differentiated instruction and behavior strategies in alignment with teacher practices. To strengthen family engagement, all instructional staff receive professional development aligned to the PFEP that includes strategies for building relationships with families, improving two-way communication, and increasing parent participation in academic learning. Additionally, the school works closely with the district to recruit and retain highly effective teachers, particularly in high-need areas, by providing strong onboarding support, mentoring for new teachers, and opportunities for leadership and professional growth. These coordinated professional learning efforts ensure that staff are well-equipped to meet student needs and contribute to improved academic outcomes across all grade levels.

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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