

Pinellas County Schools

FAIRMOUNT PARK ELEMENTARY SCHL



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

Inspiring greatness through high expectations, opportunities to think, and a caring environment.

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

Anne Caparaso

caparaso@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal performs administrative duties involving supervising personnel, budget, staffing, curriculum and plant operations. The principal oversees the operational management and monitoring of instruction at the school.

Leadership Team Member #2

Employee's Name

Kristy Bench

benchk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Leads the school along side the principal with both school operations and instruction. Performs all duties of the principal in the principal's absence.

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

Katy Foley

foleyk@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

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

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

Erin Signer

signere@@pcsb.org

Position Title

Literacy Coach

Job Duties and Responsibilities

Monitors ELA instruction, Coaches teachers through the use of Coaching Cycles, provides enrichment and professional development. Uses data to inform instructional decisions, feedback and professional development.

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

Naomi Middlebrooks

Middlebrooksn@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Monitors Core Math instruction, Coaches teachers through the use of Coach Coaching Cycles, provides enrichment and professional development. Uses data to inform instructional decisions, feedback and professional development.

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

Shannon Giradello

Giradellos@pcsb.org

Position Title

Science Coach

Job Duties and Responsibilities

Monitors Core Science instruction, Coaches teachers through the use of Coach Coaching Cycles, provides enrichment and professional development. Uses data to make instructional decisions, provide feedback and to inform professional development.

2. Stakeholder Involvement

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

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

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

3. SIP Monitoring

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

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

C. Demographic Data

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) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: D 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	50	68	76	54	58				337
Absent 10% or more school days	0	19	23	37	22	26				127
One or more suspensions	0	7	3	3	2	8				23
Course failure in English Language Arts (ELA)	0	0	0	3	1	4				8
Course failure in Math	0	0	0	3	1	3				7
Level 1 on statewide ELA assessment	0	1	20	50	3	12				86
Level 1 on statewide Math assessment	0	12	24	47	6	14				103
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	0	3	14	1	0				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	7	14	11	0	0				32

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	0	6	21	51	11	22				111

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	21	0	0				22
Students retained two or more times	0	0	0	2	0	0				2

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	47	57	51	83	51	64				353
Absent 10% or more school days	1	33	27	36	16	24				137
One or more suspensions		4	3	8	7	19				41
Course failure in English Language Arts (ELA)				3	1	1				5
Course failure in Math				4	2					6
Level 1 on statewide ELA assessment		1	17	39	17					74
Level 1 on statewide Math assessment	1	16	17	37	9	26				106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	9	9	2					21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	10	18	5					37

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	1	9	10	35	12	30				97

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	1	14						17
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*	49	68	62	36	64	59	34	61	57
Grade 3 ELA Achievement	49	70	61	37	67	59	41	63	58
ELA Learning Gains	63	65	63	54	62	60	52	64	60
ELA Lowest 25th Percentile	85	63	58	78	59	56	54	62	57
Math Achievement*	48	72	66	33	69	64	29	66	62
Math Learning Gains	53	69	64	41	67	63	54	68	62
Math Lowest 25th Percentile	59	56	50	63	56	51	66	58	52
Science Achievement	66	72	62	46	70	58	34	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	472
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	49%	46%	27%	43%	21%	

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	56%	No		
Black/African American Students	57%	No		
Hispanic Students	67%	No		
Economically Disadvantaged Students	58%	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	49%	49%	63%	85%	48%	53%	59%	66%					
Students With Disabilities	54%	50%	67%	70%	38%	61%	64%	44%					
Black/African American Students	46%	47%	61%	84%	44%	52%	60%	63%					
Hispanic Students	58%				75%								
Economically Disadvantaged Students	48%	50%	62%	83%	47%	49%	58%	65%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	36%	37%	54%	78%	33%	41%	63%	46%					
Students With Disabilities	17%	20%	44%		17%	38%							
Black/African American Students	33%	35%	50%	77%	30%	40%	62%	44%					
Hispanic Students	40%				60%								
Economically Disadvantaged Students	37%	36%	54%	75%	34%	40%	61%	49%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%	41%	52%	54%	29%	54%	66%	34%					
Students With Disabilities	20%	39%	43%	67%	17%	57%	58%	14%					
Black/African American Students	31%	34%	53%	55%	27%	53%	66%	31%					
Hispanic Students	50%				33%								
White Students	57%				57%								
Economically Disadvantaged Students	35%	40%	54%	48%	29%	56%	67%	33%					

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	45%	68%	-23%	60%	-15%
ELA	4	48%	66%	-18%	60%	-12%
ELA	5	45%	66%	-21%	61%	-16%
Math	3	53%	71%	-18%	66%	-13%
Math	4	48%	72%	-24%	65%	-17%
Math	5	32%	69%	-37%	62%	-30%
Science	5	70%	70%	0%	60%	10%

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?

Proficiency in grades 3-5 improved by 10 or more points in all core content areas due to increased monitoring, teacher investment in their data and higher expectations for students.

Lowest Performance

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

Math learning gains continues to be the lowest area due to gaps in foundational math skills, low math fluency and low overall number sense. Math gains did increase from 41% to 52% but continues to an area of growth for the school

Greatest Decline

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

The greatest decline from the previous year was math L25 gains. 63% of L25 students the previous year made a gain and this year only 57% of the L25 students made a gain due the gaps in foundational math skills / knowledge and lower math fluency abilities.

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.

Our biggest gaps as compared with the state are in 5th grade math (-30%) and second grade math (-42%). There are a variety of factors contributing to this. In 5th grade we only had one math teacher and he was a first-year teacher, and we also had an influx of 5th grade students who enrolled late in the first semester or during second semester that impacted the data. Second grade reading scores are also significantly lower than the states which impacted their math scores with being able to problem solve. Low math fluency and critical thinking skills also created a significant barrier to success in math across the campus.

EWS Areas of Concern

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

Two potential areas of concern from our EWS data are the 19 retained students in third grade and the 46 students who substantially deficient in math.

Highest Priorities

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

Our highest priorities for the upcoming school year are creating high expectations, providing opportunities to think and having a caring environment.

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 Student Engagement

Area of Focus Description and Rationale

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

Our area of focus will be academic discourse in every content and grade level to increase student engagement across the campus. This was identified by looking at the data and recognizing that less than 50% of our students are proficient in core content areas across the campus because they are not required to use critical thinking skills.

Measurable Outcome

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

The measurable outcome will be proficiency in core content areas as measured by the state assessments taken 3 times throughout the year. Our goal is 55% proficiency in both reading and math across all grade levels. We will also measure in science with an end year goal of 70% on 5th grade SSA.

Monitoring

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

This will be monitored through progress monitoring data in September, December and May. District assessments will also be monitored for proficiency in between each progress monitoring.

Person responsible for monitoring outcome

Anne Caparaso

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:

Collaborative groups and student to student discussion will be implemented throughout the campus to achieve 55% proficiency in reading and math across all grade levels.

Rationale:

The rationale for implementing this is that student achievement is low due to lack of engagement and critical thinking. To increase this content needs to be explored more deeply. This can occur through high level student to student discussion and the learning being released for students to work in collaborative groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Schoolwide discussion stems will be used in all classrooms

Person Monitoring:

Academic Coaches / Administration

By When/Frequency:

Daily in classrooms

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

From day one of the school year students will be expected to have conversation daily with their peers. The stems will help them to organize their thoughts and increase student participation in these discussions. Staff will be trained during staff meetings and PLCs how to facilitate these discussions.

Action Step #2

Teachers will plan and provide an opportunity for students to write in every lesson.

Person Monitoring:

Anne Caparaso

By When/Frequency:

Daily

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

Teachers will plan for a writing segment to be included in every lesson ranging from a short exit ticket question to longer questions requiring students to explain their thinking. This will be monitored through daily walk throughs and discussed in weekly PLCs and collaborative planning sessions. By having students write, it requires all students to participate and immediately increase the rigor while giving evidence of student thinking.

Area of Focus #2

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.

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on Kindergarten through 5th Grade classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.

55% of students in Kindergarten, 1st and 2nd grade will be a level three or above as measured by STAR Reading Assessments aligned to the 1-5 state scale, by May 2027.

55% of students in grades 3-5 will be a level 3 or higher as measured by FAST scores by May 2027.

Monitoring

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

Targeted small group instruction will be used to teach students foundational reading skills and reading comprehension skills using evidence-based strategies and action steps to enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Person responsible for monitoring outcome

Kristy Bench

Evidence-based Intervention:

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

Description of Intervention #1:

K-2 classrooms will use UFLI for whole group phonics instruction along with the Flamingo model during small group instruction.

Rationale:

When teachers use intentional, standards based reading practices to address deficits in reading, their fluency and comprehension will increase significantly

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

3-5 teachers will plan and implement BEST Standard aligned lessons using the district ELA Modules and support students in small group intervention using the Accelerated Learning Plan, Magnetic Readers or Book Clubs to meet the specific needs of the students.

Rationale:

This differentiated instruction and support will increase student fluency and comprehension skills in reading. It will allow teachers to plan to meet the varied needs in their classrooms.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Literacy Leadership

Person Monitoring:

Kristy Bench

By When/Frequency:

Weekly

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

School Literacy team meets regularly to look at data to make informed decisions about professional learning and supports need to be in place to maximize student growth in reading. Assistant principal will specifically meet with the MTSS Coach and the PELI Coach weekly.

Action Step #2

Professional Learning

Person Monitoring:

Kristy Bench

By When/Frequency:

Weekly

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

All K-5 reading teachers will participate in grade level collaborative planning and will receive professional development through their Pinellas Early Literacy Initiative coach or school-based reading coach. This PD will be centered on evidence-based practices grounded in the science of reading, the Flamingo Small group model, and the accelerated learning plan to improve student outcomes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

41% of students last year had an attendance rate below 90% which significantly impacts student achievement in all grade levels. This is an area of growth that needs to be addressed. Student achievement decreases and learning gaps increase when students are chronically absent.

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.

138 of the 335 students enrolled at Fairmount Park, missed more than 10% of the school days last school year. For the 2026-2027 school year 75% or more students will have an attendance rate of 90% or better.

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 monthly for school through our child study team with specific interventions for our school, for grade levels and individual students.

Person responsible for monitoring outcome

Social Worker and Administration

Evidence-based Intervention:

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

Description of Intervention #1:

Fairmount Park Elementary will implement early warning and data monitoring system interventions, as deemed necessary by the CST team. These interventions will include individualized support plans, regular check-ins, and collaboration with families to address the specific barriers faced by students with attendance issues.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Biweekly CST meetings will review data and school trends to identify individual and group attendance issues.

Person Monitoring:

Kiersten Johnson- Social Worker

By When/Frequency:

Biweekly

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

CST meetings will meet every other week and will include Administration, Student Services, District Support and Instructional team members to review data by school, grade level, class and individual student. This data analysis will determine specific interventions for groups of students and individual students.

Action Step #2

Attendance Incentives will be developed to stress the importance of daily attendance.

Person Monitoring:

Kiersten Johnson-Social Worker

By When/Frequency:

Monthly

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

Attendance Incentives for individual students, groups of students and the school as a whole will be planned and implemented to remind all students and families of the importance of getting to school on time each day.

Action Step #3

Increased communication with Fairmount Park families specifically regarding attendance

Person Monitoring:

Anne Caparaso

By When/Frequency:

Weekly

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

Will include weekly communication through phone calls, social media and the school website to address the importance of getting to school on time, staying the entire day and being in attendance every day.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

To ensure transparency and stakeholder engagement, Fairmount Park Elementary School will disseminate the School Improvement Plan (SIP), Schoolwide Program Plan (SWP), through multiple methods. These include:

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

The SIP is made publicly available at: <https://www.pcsb.org/fairmount-es>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Positive relationships will be built with all stakeholders through meaningful engagement activities and clear communication. Different modes of communication will be used and activities will take place during different time to attempt to meet all stakeholders needs.

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

Plans to Strengthen the Academic Program

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

Academics will be strengthened first through quality tier one instruction with a focus on high expectations and opportunities to think in every classroom. Written student evidence will be seen in all classrooms. Differentiation and targeted intervention will address varied levels and gaps in student understanding. All of this will be monitored through administrative walk throughs and academic coaches observations.

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)).

This plan was developed through analyzing the previous years data and a review of the available resources. Much of the Title I budget is specifically used for staffing academic coaching positions. The plan is aligned to our school mission and vision as well as the school districts strategic plan for student achievement.

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)).

The school community is committed to ensuring student mental health needs are met on top of their academic growth. This includes having a full-time counselor, social worker and psychologist on staff to meet these needs. Student needs are identified through teacher recommendation, the MTSS process or through a parent request. Staff all receive the youth mental health training and are given PD to ensure that they are able to recognize signs of anxiety, depression and other social emotional issues so that they make referrals when needed. The student services team then makes the determination of what students' need in the moment and are able to provide families with appropriate resources. The campus also has outside services on campus through our Family Navigator and our Suncoast counselor. Fairmount Park also supports student mental health well being through positive programs such as mentoring, and clubs.

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)).

Our elementary students are exposed to multiple careers and college opportunities through mentors, guest speakers, and leadership clubs.

Addressing Problem Behavior and Early Intervening Services

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

Fairmount Park is equipped with a Behavior system that supports students in a proactive way to minimize behaviors and help students make positive choices while teaching them lifelong habits that support positive relationships with adults and peers.

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)).

Professional Development is built into the meeting structures on campus and allows for professional growth for everyone from teachers, paras, and coaches. PD is developed and implemented to meet the specific needs of the school and grade levels using data to help make those decisions.

Strategies to Assist Preschool Children

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

Fairmount Park Elementary is proud to house a full-day PreK-3 program, supported by Title I and early childhood funds, to provide a strong two-year foundation for school readiness and includes Full-Day 3and 4-Year-Old Program: Our early childhood program offers developmentally appropriate instruction, integrated play, and social-emotional learning to prepare students for kindergarten.

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.

At Fairmount Park Elementary, we engage in a collaborative and data-informed process with our district to review the use of resources to meet the needs of our ATSI-identified subgroups. This process is anchored in our school's core priorities, and ongoing progress monitoring cycles. We will meet weekly with our assigned District Transformation Team and school-based team to review schoolwide and subgroup-specific academic, behavioral, and attendance data. Budget planning and resource allocation are aligned to subgroup needs identified through data analysis from FAST, Istation, discipline referrals, attendance reports, and ESE accommodations tracking. Our Leadership Team, in partnership with district leaders, will review the effectiveness of staffing, intervention programs, and professional development to ensure alignment with subgroup performance needs. Adjustments to resource used are made quarterly based on formative data, walkthrough feedback, and district input, ensuring that interventions and supports are responsive and targeted.

Specifics to Address the Need

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

Although we saw growth in proficiency in some areas last year, the school continues to lag in overall proficiency across contents and grade levels compared to Pinellas County and the state. To continue addressing this issue the school has invested in academic coaches for reading, math, and science. Coaches collaboratively plan with teachers, coach teachers to address specific areas and provide intervention for students where needed. This will occur throughout the school year with targeted progress monitoring to make adjustments as needed from August 2026 to May 2027.

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