

Pinellas County Schools

TARPON SPRINGS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 23
- V. Title I Requirements (optional)..... 26
- VI. ATSI, TSI and CSI Resource Review 32
- VII. Budget to Support Areas of Focus 33

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

To promote the highest student achievement in a safe learning 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

Kimberly Cook

cookkim@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff.

Leadership Team Member #2

Employee's Name

Denise Ballard

ballardde@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness.

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

Wendy King

kingwe@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

The Math Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement in Math.

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

Joanne Chaisson

chaissonj@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

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.

The school leadership team meets to work on the SIP during the summer. The SIP is shared with the staff for input, updates, and approval. Once approved by the staff it is shared with the School Advisory Committee (SAC) for their input and approval. The School Advisory Committee comprises of staff members, parents, and community members, who all have input in the School Improvement Plan.

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 SIP will be reviewed after each FAST cycle to monitor implementation of action plans, assuring that strategies being implemented are increasing student achievement. The plan will be revised as needed to ensure that student achievement is improving.

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	NO
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) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) 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: B 2021-22: B

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	37	51	61	56	59	57	0	0	0	321
Absent 10% or more school days	0	23	25	19	12	21	0	0	0	100
One or more suspensions	0	0	0	1	1	2	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	3	3	0	0	0	6
Level 1 on statewide ELA assessment	0	0	12	15	8	15	0	0	0	50
Level 1 on statewide Math assessment	0	2	11	13	11	14	0	0	0	51
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	7	3	0	0	0	0	13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	4	5	7	0	0	0	0	17

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	4	16	13	10	20	0	0	0	63

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	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	28	64	56	66	69	69				352
Absent 10% or more school days		32	23	18	25	17				115
One or more suspensions				1	1	1				3
Course failure in English Language Arts (ELA)				1	3	1				5
Course failure in Math				3	3					6
Level 1 on statewide ELA assessment			18	34	14					66
Level 1 on statewide Math assessment		7	13	26	17	17				80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	2	2	2						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	3		4	1					10

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		5	4	16	16	16				57

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	4						5
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	66	68	62	55	64	59	52	61	57
Grade 3 ELA Achievement	63	70	61	53	67	59	67	63	58
ELA Learning Gains	67	65	63	55	62	60	64	64	60
ELA Lowest 25th Percentile	61	63	58	59	59	56	75	62	57
Math Achievement*	56	72	66	52	69	64	50	66	62
Math Learning Gains	65	69	64	59	67	63	60	68	62
Math Lowest 25th Percentile	70	56	50	50	56	51	64	58	52
Science Achievement	75	72	62	65	70	58	56	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	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	523
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	59%	61%	57%	61%	63%	

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	58%	No		
English Language Learners	59%	No		
Black/African American Students	56%	No		
Hispanic Students	59%	No		
Multiracial Students	88%	No		
White Students	78%	No		
Economically Disadvantaged Students	65%	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	66%	63%	67%	61%	56%	65%	70%	75%					
Students With Disabilities	63%	56%	66%	50%	28%	66%	75%	60%					
English Language Learners	55%	60%	71%	67%	50%	56%		53%					
Black/African American Students	64%	70%	54%	30%	42%	56%	64%	71%					
Hispanic Students	57%	50%	66%	64%	48%	59%	75%	55%					
Multiracial Students	75%				100%								
White Students	76%	64%	77%		74%	83%		94%					
Economically Disadvantaged Students	66%	66%	66%	59%	52%	62%	74%	71%					

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%	59%	52%	59%	50%	65%					87%
Students With Disabilities	42%	53%	53%	55%	30%	47%	57%	44%					80%
English Language Learners	51%	44%	60%	55%	48%	53%		82%					87%
Black/African American Students	45%	43%	47%	58%	33%	55%	53%	52%					
Hispanic Students	56%	60%	57%	50%	56%	57%		69%					84%
White Students	59%	50%	62%		57%	59%		71%					
Economically Disadvantaged Students	51%	53%	51%	56%	47%	55%	44%	63%					86%

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%	67%	64%	75%	50%	60%	64%	56%					64%
Students With Disabilities	47%	73%	57%		49%	76%	79%	64%					
English Language Learners	42%	60%	59%		53%	50%		50%					64%
Black/African American Students	42%	65%	63%	75%	34%	48%	61%	33%					
Hispanic Students	48%	59%	61%	77%	49%	57%	58%	54%					63%
Multiracial Students	60%				90%								
White Students	65%	75%	69%		63%	70%		74%					
Economically Disadvantaged Students	49%	66%	63%	81%	49%	60%	65%	54%					63%

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	60%	68%	-8%	60%	0%
ELA	4	53%	66%	-13%	60%	-7%
ELA	5	73%	66%	7%	61%	12%
Math	3	59%	71%	-12%	66%	-7%
Math	4	50%	72%	-22%	65%	-15%
Math	5	54%	69%	-15%	62%	-8%
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?

Our most improved data components were our ELA Learning Gains, which improved from 55% to 67% and our Math L25 Learning Gains which went from 50% to 70%. Our 3rd grade Black subgroup scored 70% Level 3 or higher, which is actually 7% than our overall grade level score of 63%. Our Science achievement was our highest score at 75%. One thing we focused on this year was ensuring that small group instruction was done with fidelity and all interventions used were research based in all subject areas. In addition, our Bridging the Gap Initiative focused on supporting our minority students with goal setting and progress monitoring.

Lowest Performance

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

Our overall lowest area of performance was Math achievement at 56%, with our SWD subgroup at 28%, Hispanic subgroup at 48% and our black subgroup at 42%. Some of the contributing factors include student attendance and staffing changes.

Greatest Decline

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

All of our overall achievement areas increased but our ELA L25 growth was the least with 2% going from 59% to 61%. Our L25 black subgroup saw the most dramatic drop in ELA from 58% to 30%, and our English Language Learners saw the greatest decline in science achievement at 29% from 82% to 53%. A contributing factor includes poor attendance and staffing changes. For the 2026-2027 school year interventionists and coaches will be assigned to specifically work with our students in these subgroups who have not obtained a level 3 or higher or who have not made a learning gain.

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 greatest gap was Math Achievement with a 10% gap between our school and the state. We

scored 56% but the state was at 66%. Specifically, our fourth grade scored which scored 15% lower than the state at 50%. Attendance continues to be a factor as well as changes to our staff and staffing model.

EWS Areas of Concern

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

Some areas of concern we are facing are that 13 students are at the 10th percentile or below in ELA and 17 students are in the 10% percentile and below in Math. Attendance continues to be an area of concern.

Highest Priorities

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

Attendance

ELA Learning Gains L25-Black Subgroup

Hispanic/ELL Subgroup-ELA, Math, Science

SWD Subgroup-Math

Black Subgroup-Math

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 Benchmark-aligned instruction, Collaborative Planning, Intervention, Small-group Instruction

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.

To improve instructional practice, teachers need dedicated time to collaborate with one another, instructional coaches, resource teachers, and interventionists to plan rigorous, standards-aligned lessons. Collaborative planning ensures that instruction is purposeful, aligned to grade-level expectations, and responsive to student needs.

Small-group instruction must be implemented with fidelity using research-based interventions that address identified learning gaps. ELL and ESE resource teachers, along with interventionists, should collaborate regularly with classroom teachers to ensure their instruction is aligned with core classroom learning. This collaborative approach helps provide students with targeted, evidence-based interventions delivered consistently and with fidelity, maximizing their opportunities for academic success.

Measurable Outcome

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

ELA: By Spring of 2027, the percentage of students in grades 3-5 achieving 3 or above on the state assessment will exceed 70%.

ELA Grade 3: By Spring of 2027, the percentage of students in grade 3 achieving 3 or above on the state assessment will exceed 70%.

Math: By Spring of 2027, the percentage of students in grades 3-5 achieving 3 or above on the state assessment, will exceed 65%

Science: By Spring of 2027, the percentage of students in grade 5 achieving 3 or above on the state assessment, will exceed 75%.

ESSA Subgroups: By Spring of 2026, the percentage of all ESSA subgroup students in grades 3-5 meeting or exceeding proficiency on state assessments will be 65% or higher in all subject areas.

ELA and Math Learning Gains: By Spring of 2027, the percentage of students grades 3-5 making a learning gain will exceed 75%.

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 administrative walkthroughs and observations, PLC data discussions and student assessments including FAST/STAR, ISPIP, ELFAC, Reading, Math and Science module/topic assessments, and Math running records.

Person responsible for monitoring outcome

Kimberly Cook, Denise Ballard

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:

Evidence based instruction including differentiated small group lessons in reading Flamingo small group reading routines, UFLU phonics routine, use of Amira, Dreambox, and small groups in Math and Science with targeted instruction. Teachers will collaborate with each other and the resource teachers and utilize planbook.com to make these instructional plans.

Rationale:

The interventions identified are research-based and supported by the Pinellas County Schools Elementary Education Department. Tier 2 intervention strategies involve small, teacher directed groups in Reading, Math, and Science, in addition to utilizing technology resources that reinforce benchmarks. Intervention teachers, resource teachers, and an ELL paraprofessional will provide support for this strategy.

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

Scheduled Data Meetings/Progress Monitoring in PLC's with individuals and teams.

Person Monitoring:

Kimberly Cook, Denise Ballard

By When/Frequency:

On Going

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

Teachers will meet in PLC's weekly to review data and collaboratively plan lessons with complex grade level content and activities that are aligned to the rigor of the standard/benchmark. In addition, they will plan for high-level academic discussions among and between students by developing benchmark aligned questions that deepen the students' understanding of the content presented. For Math, the teacher will utilize the B1G-M during planning for the core and intervention lessons. This will ensure the students are receiving benchmark aligned tasks along with student-centered strategies for scaffolding and/or interventions. Administration will sit on PLC's and do walkthroughs to ensure the lessons are planned are being done with fidelity and will monitor student data to ensure we are seeing an increase in student achievement.

Action Step #2

Small Group Instruction

Person Monitoring:

Kimberly Cook, Denise Ballard

By When/Frequency:

On Going

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

Classroom teachers, Resource teachers, and Interventionists will provide differentiated small group instruction utilizing evidence/research-based intervention programs. Administrators will monitor small group instruction and student data to ensure that the intervention the students are receiving are what they need and is improving student learning.

Action Step #3

Professional Development/Strategy Walks

Person Monitoring:

Kimberly Cook, Denise Ballard

By When/Frequency:

On Going

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

Job-embedded, differentiated professional development opportunities will be offered based on individual teacher needs. Administration and the Math Coach will provide professional development, book studies, coaching, modeling of lessons, and will coteach lessons with teachers to assist with their individual needs. Teachers will be given the opportunity to take strategy walks to see different instructional strategies in action. Professional development sessions will be held monthly during morning faculty meetings with the entire staff. Administration will set up additional professional development opportunities as needs arise and will complete walkthroughs to determine if the professional learning is being used with fidelity and that there is an improvement in instructional practice and student learning.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP)

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.

Additional intervention support will be provided to our Black, Hispanic, Students with Disabilities (SWD), and English Language Learner (ELL) ESSA subgroups. Resource teachers and interventionists will provide targeted small-group instruction to address the differentiated learning needs of these students through research-based interventions and standards-aligned instruction. Student achievement data indicate the need for focused support across these subgroups. Our Black student subgroup achieved 42% proficiency in Mathematics Achievement and 30% in ELA Lowest 25% Learning Gains. Students with Disabilities achieved 28% proficiency in Mathematics Achievement, while Hispanic students achieved 48% proficiency in Mathematics Achievement. In Science, our English Language Learner subgroup scored 53%, which is 22 percentage points below the overall all-student proficiency rate.

To address these performance gaps, classroom teachers, resource teachers, and interventionists will collaborate to provide rigorous, benchmark-aligned instruction and evidence-based interventions with fidelity. Progress monitoring will be used to regularly assess student growth, adjust instructional supports, and ensure that interventions effectively address identified learning needs.

Measurable Outcome

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

Black ELA L25 Learning Gains-30%

SWD Math Achievement-28%

Black Math Achievement-42%

Hispanic Math Achievement-48%

ELL Science Achievement-53%

By Spring of 2027, the percentage of all ESSA subgroup students in grades 3-5 meeting or exceeding proficiency on state assessments will be 65% higher in all areas.

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 administrative walkthroughs/observation, PLC data discussions and district assessments including, FAST/STAR, ISPIP, ELFAC, Reading, Math and Science module/topic assessments, and Math running records.

Person responsible for monitoring outcome

Kimberly Cook, Denise Ballard

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:

Evidence based instruction including differentiated small group lessons in reading Flamingo small group reading routines, UFLU phonics routine, use of Amira, Dreambox, and small groups in Math and Science with targeted instruction. Teachers will collaborate with each other and the resource teachers and utilize planbook.com to make these instructional plans.

Rationale:

The interventions identified are research-based and supported by the Pinellas County Schools Elementary Education Department. Tier 2 intervention strategies involve small, teacher directed groups in Reading, Math, and Science, in addition to utilizing technology resources that reinforce benchmarks. Intervention teachers, resource teachers, and an ELL paraprofessional will provide support for this strategy.

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

Collaboratively Planning for Instruction

Person Monitoring:

Kimberly Cook/Denise Ballard

By When/Frequency:

On Going

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

Teachers will work with the Math Coach, Interventionists, and Resource Teachers to collaboratively plan for instruction to assure plans are aligned to the benchmarks/standards and are at the appropriate level of rigor, including rich opportunities for student engagement with feedback. For Math, the teachers will utilize the B1G-M during planning for both their core and intervention lessons.

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.

Approximately 25% of our students missed 10% or more of the school days during the 2025–2026 school year, resulting in chronic absenteeism. Regular attendance is essential for student learning and academic success, as students must be present to fully engage in high-quality instruction and interventions. School data indicate that students with excessive absences generally made fewer academic learning gains than their peers with consistent attendance. Increasing student attendance will remain a priority to ensure all students have equitable access to instruction and opportunities for academic growth.

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.

2025-2026 Attendance below 90%:

Kindergarten: 0 students

First grade: 23 students

Second Grade: 25 students

Third grade: 19 students

Fourth Grade: 12 students

Fifth Grade: 21 students

Monitoring

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

The Child Study Team will review attendance data on a biweekly basis to identify students who are at risk of chronic absenteeism. Attendance reports will be shared with teachers to ensure they are informed of attendance patterns within their classrooms. Teachers will contact parents after a student has been absent for two consecutive days to identify any barriers to attendance and provide appropriate support.

The Child Study Team will also review student academic performance alongside attendance data to monitor the relationship between attendance and academic achievement. Regular monitoring of attendance will allow the school to identify patterns and trends early, enabling staff to intervene before absences become excessive. This proactive approach will help reduce the loss of instructional time, strengthen family partnerships, and improve student outcomes through consistent school attendance.

Person responsible for monitoring outcome

Kimberly Cook, Denise Ballard

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:

The teachers will call families of absent students to determine the reasons for the absence after their second consecutive day of being absent. A process will be followed and documented by the Child Study Team that includes parent contact and home visits by the School Social Worker. The Lucky Duck Program will be utilized to help increase attendance and reduce tardies. In this program, students are recognized for being at school on time. One student name from each grade level (The Lucky Duck) is picked and announced on the morning news show immediately following the bell for the start of the school day. If that student is in their classroom at that time they will come down to the office to be recognized again with a plastic duck and Tarpon tickets. Their name will be placed on our Lucky Duck board in the office. Our newsletter and parent correspondence will focus on the importance of daily on time attendance.

Rationale:

The Lucky Duck Program provides positive reinforcement and recognition for students who demonstrate consistent attendance and punctuality, helping to foster a school culture that values being present and engaged. In addition, newsletters and ongoing parent communication reinforce the connection between regular attendance and academic success while educating families about the importance of arriving at school every day and on time.

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

Person Monitoring:

By When/Frequency:

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

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 school utilizes multiple methods to communicate with families, staff and stakeholders:

*Monthly newsletters

*Monthly family events: Reading Under the Stars, Arts Nights, Science Night, Student Led Conferences.

*Email distribution

*Communication through Focus

*School Community Liaison

*School social media: webpage, Facebook

*SIP is available at <https://www.pcsb.org/tarpon-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)).

The school is committed to building positive, collaborative relationships with parents, families, and community stakeholders to support student success and fulfill the school's mission. Ongoing communication is maintained through social media, email, the Focus Parent Portal, phone calls, newsletters, parent-teacher conferences, and school events. These communication methods ensure families are informed about school initiatives, upcoming events, and their child's academic progress,

attendance, and behavior.

The school implements its Family and Community Engagement Plan by providing opportunities for families to participate in their child's education through volunteer opportunities, family engagement activities, workshops, and school-wide events that have an academic focus. Teachers and staff partner with families to address individual student needs, celebrate successes, and provide timely support when concerns arise.

Parents are regularly informed about the school's vision, mission, Guidelines for Success, and Positive Behavior Supports (PBIS) expectations to promote a safe, respectful, and supportive learning environment. The school also collaborates with community partners to provide additional resources and opportunities that enhance student learning and well-being.

The school's Family and Community Engagement Plan is available on the school website.

<https://tarpon-es.pcsb.org/>

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)).

The school will strengthen its academic program by providing ongoing, differentiated professional learning aligned to the school's identified Areas of Focus and student achievement data. Teachers will participate in district-sponsored professional development, school-based training, and Professional Learning Communities (PLCs) to deepen their understanding of high-quality instructional practices, data-driven decision-making, and effective intervention and enrichment strategies.

Administrators will participate in monthly district curriculum meetings to stay informed of current instructional expectations and best practices, which will be shared with faculty through collaborative planning and professional learning opportunities. Classroom observations, instructional walkthroughs, and timely feedback will be used to support continuous improvement in teaching practices and ensure consistent implementation of high-quality instruction.

The school will maximize learning time through the use of a protected instructional block, small-group differentiated instruction, targeted interventions, and enrichment opportunities that meet the needs of all learners. Instruction will be aligned to grade-level standards while providing opportunities for acceleration, critical thinking, and student engagement. Data will be analyzed regularly and will guide instructional planning, intervention, and enrichment to ensure all students have access to rigorous, standards-based learning experiences that supports academic growth.

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)).

N/A

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 provides a comprehensive system of student support services to promote students' social-emotional well-being, positive behavior, and overall success outside of the academic program. In our First Mates mentoring program, staff members are paired with students to build positive relationships and provide encouragement to foster a sense of belonging and connectedness to the school community.

School-based mental health and specialized support services are provided by a school counselor and behavior specialist who is available five days per week, a school social worker who is at the campus four days per week, and a school psychologist who is available three days per week. These professionals collaborate with teachers, families, and school teams to provide individual and small-group counseling, crisis intervention, behavioral support, consultation, and referrals to community resources when appropriate.

Students requiring additional behavioral and social-emotional support receive targeted Tier 2 interventions, including individualized behavior support plans, Check-In/Check-Out mentoring, social skills instruction, and progress monitoring. The school also implements Positive Behavioral Interventions and Supports (PBIS) to teach, reinforce, and recognize positive behaviors while fostering a safe, inclusive, and supportive learning environment.

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)).

N/A

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)).

The school implements a comprehensive Multi-Tiered System of Supports (MTSS) to ensure that all students receive the academic, behavioral, and social-emotional support needed to be successful. The MTSS framework uses a data-driven problem-solving process to provide increasingly intensive interventions based on individual student needs while ensuring access to high-quality core instruction.

The school-based MTSS team meets monthly with grade-level teams to analyze academic, behavioral, and attendance data, monitor student progress, and develop intervention plans. In addition, the School Leadership Team meets biweekly to review schoolwide and individual student data, evaluate the effectiveness of instructional and behavioral supports, and coordinate services for students requiring additional assistance.

Students identified as needing supplemental support receive targeted Tier 2 interventions, including Problem Solving/Response to Intervention (PS/RtI) for academics, individualized behavior intervention plans, Check-In/Check-Out supports, and progress monitoring. Intervention decisions are regularly reviewed to ensure students receive timely and appropriate levels of support, with adjustments made based on student outcomes.

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)).

The school is committed to continuous professional learning to strengthen instructional practices and improve student outcomes. Teachers participate in ongoing professional development at both the school and district levels that is aligned to school improvement goals, student achievement data, and identified instructional needs.

Instructional support is provided through the Mathematics, District Instructional Support Developers, and Administrators who deliver job-embedded coaching, model effective instructional strategies, facilitate collaborative planning, and provide individualized support to teachers. Teachers also participate in Professional Learning Communities (PLCs) to analyze student data, share best practices, and collaboratively plan standards-based instruction.

ELA teachers engage in district module rollout training and collaborate with school-based ELA teacher leaders to ensure consistent implementation of high-quality instructional materials and evidence-based literacy practices. School administrators use classroom observations, instructional walkthroughs, and student performance data to identify professional learning needs and recommend targeted training to support individual teacher growth.

Through ongoing coaching, collaboration, and differentiated professional learning, the school builds staff capacity to provide rigorous, engaging instruction that meets the diverse academic and behavioral needs of all elementary students.

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)).

The school is committed to providing a seamless transition from early childhood programs to kindergarten by fostering strong relationships with preschool students, families, and community early learning providers. Preschool students are integrated into the school community through participation in schoolwide events, transition activities, and opportunities to interact with kindergarten students and staff. The Preschool classrooms are located in the kindergarten pod to create familiarity with the school environment and provide age-appropriate social interactions.

Preschool families are invited and encouraged to participate in school events, family engagement activities, and orientation opportunities to build connections with school staff and become familiar with school expectations, procedures, and available resources. The school also collaborates with local early childhood providers to support kindergarten readiness by sharing expectations and promoting the development of foundational academic, social-emotional, and behavioral skills.

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.

N/A

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).

N/A

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