

Pinellas County Schools

PERKINS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Perkins Elementary School is to provide a positive learning environment and quality educational experiences, thus enabling our students to reach their full potential academically, socially, creatively, and culturally, through the cooperative efforts of the family, school, and community.

Provide the school's vision statement

We will achieve 100% student success at Perkins Elementary School - Center for the Arts and International Studies.

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

Dr. Jeffrey Moss

mossj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional, organizational and distributed leadership. Oversee teaching & learning, teacher/staff accountability and evaluation, student progress and success, school safety & security, SIP progress and goal completion, family engagement leadership.

Leadership Team Member #2

Employee's Name

Jessica Flint

flintje@pcsb.org

Position Title

Assistant Principal/Magnet Coordinator

Job Duties and Responsibilities

Serve as Learning Specialist and Coordinator for our Center for the Arts/International Studies 100% Magnet School program. Assist principal in all areas of leadership: Instructional, organizational and distributed leadership. Help oversee our teaching & learning, teacher/staff accountability and evaluation, student progress and success, school safety & security, SIP progress and goal completion.

Leadership Team Member #3

Employee's Name

Kimberly Stickles

sticklesk@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Oversee our students' social-emotional well-being and growth, monitor our schoolwide progress with MTSS and PBIS, provide targeted small group and individual student counseling as needed, assist with students' middle school articulation. Lead classroom lessons for character education, anti-bullying initiative/awareness, and social-emotional skill building.

Leadership Team Member #4

Employee's Name

Jaya Eeten

eetenj@pcsb.org

Position Title

Library Media/Tech Specialist

Job Duties and Responsibilities

Manage our LMTS responsibilities for book circulation/compliance, oversee our 1:1 laptop student device initiative, assist with SIP writing and goal monitoring (especially with Parent/Family Engagement & PBIS), assist with student reading intervention initiatives throughout our schoolwide program, lead aspects of our Arts Magnet (ex: student morning news crew, student filmmaking

group), lead Library lessons (various topics, including digital citizenship/online safety).

Leadership Team Member #5

Employee's Name

Joel Heller

hellerj@pcsb.org

Position Title

Band Teacher

Job Duties and Responsibilities

Serves as Arts/Specialist Magnet Team Leader, participates actively in all School Improvement needs assessment and planning activities; provides ongoing support for our parent engagement plan/activities.

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.

Our teachers and staff are all invited to participate in targeted school improvement needs assessment discussion. Our School Advisory Council meets monthly to review our SIP plan, progress toward goals, and to provide ongoing input & ideas on needed improvements. Annual Stakeholder surveys are also distributed to every staff member, every parent/guardian, and every grade 3-5 student at our school. Results are reviewed and shared with staff for the purpose of continuous school improvement. Thus, our SIP is the result of ongoing, sustained collaboration and stakeholder input.

3. SIP Monitoring

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

Our sitebased leadership team met over 2 days in June 2025 to review Spring 2025 student achievement and growth data, discuss schoolwide trends and needs for improvement, and provide input to the School Administration on priorities for needed changes and improvements in 2025-26. Our SAC meets monthly, starting in August 2025, to review and approve our SIP, and then provide monthly input on SIP progress. Our Leadership Team monitors goals, professional learning initiatives, and student growth/achievement throughout the year. Based on ongoing stakeholder feedback, our plans for targeted student intervention and mentorship will be monitored and revised as needed throughout 2025-26.

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	82	91	82	86	79	77				497
Absent 10% or more school days	0	14	7	7	6	10				44
One or more suspensions	0	1	0	3	0	5				9
Course failure in English Language Arts (ELA)	0	0	0	2	1	0				3
Course failure in Math	0	0	0	0	2	0				2
Level 1 on statewide ELA assessment	0	2	16	21	20	0				59
Level 1 on statewide Math assessment	0	11	15	21	6	12				65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	3	5	0	0				9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	4	10	3	0				21

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	3	10	6	17				42

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	9	10	17	12	14				63
One or more suspensions				1	1	1				3
Course failure in English Language Arts (ELA)				1						1
Course failure in Math				2	3					5
Level 1 on statewide ELA assessment				8	3	14				25
Level 1 on statewide Math assessment				6	7	18				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	5	6	15				27

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	1	9						16
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	64	59	55	61	57	53	54	53
Grade 3 ELA Achievement	68	67	59	57	63	58	56	54	53
ELA Learning Gains	47	62	60	65	64	60			
ELA Lowest 25th Percentile	44	59	56	75	62	57			
Math Achievement*	60	69	64	55	66	62	53	61	59
Math Learning Gains	61	67	63	65	68	62			
Math Lowest 25th Percentile	44	56	51	48	58	52			
Science Achievement	57	70	58	59	69	57	56	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61			64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	437
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	60%	55%	53%	41%		57%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
Black/African American Students	44%	No		
Hispanic Students	62%	No		
Multiracial Students	70%	No		
White Students	82%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%	68%	47%	44%	60%	61%	44%	57%					
Students With Disabilities	34%	50%	35%	36%	35%	53%	30%	33%					
Black/African American Students	37%	51%	42%	50%	46%	53%	38%	34%					
Hispanic Students	72%		33%		67%	75%							
Multiracial Students	73%	69%			68%								
White Students	88%	90%	61%		86%	76%		90%					
Economically Disadvantaged Students	46%	57%	43%	42%	52%	58%	46%	50%					

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	55%	57%	65%	75%	55%	65%	48%	59%					
Students With Disabilities	35%	64%	52%	60%	38%	55%	50%	31%					
Black/African American Students	35%	47%	54%	74%	35%	52%	50%	36%					
Hispanic Students	59%		71%		64%	59%							
Multiracial Students	77%				77%								
White Students	89%	82%	79%		86%	85%		86%					
Economically Disadvantaged Students	44%	52%	56%	73%	42%	55%	49%	46%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%	56%			53%			56%					
Students With Disabilities	26%	27%			24%			25%					
Black/African American Students	30%	33%			35%			35%					
Hispanic Students	72%				72%			80%					
Multiracial Students	82%				73%								
White Students	84%	86%			77%			83%					
Economically Disadvantaged Students	41%	48%			43%			42%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	68%	65%	3%	57%	11%
ELA	4	48%	62%	-14%	56%	-8%
ELA	5	50%	61%	-11%	56%	-6%
Math	3	57%	68%	-11%	63%	-6%
Math	4	63%	68%	-5%	62%	1%
Math	5	61%	65%	-4%	57%	4%
Science	5	58%	67%	-9%	55%	3%

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 area of greatest improvement was in 3rd grade ELA proficiency (incr. 57 to 68%). Actions which contributed to this student growth were teacher leadership/clarity of instruction, consistent PLC meetings/collaboration, use of quality ELA resources, and consistent implementation of "Impact Reading Groups" that provided 5 students in each of the 5 classes with 30 min x 3 times/week of supplemental small group reading instruction with an additional instructional staff member (plus 5 other students who were pulled weekly for the final quarter of the year). Impact groups ran from January through April.

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 area of lowest performance was ELA Learning Gains for our students in the L25, which ended up at only 44%. Students with disabilities (SWD) made up a significant proportion of this subgroup, as L25 ELA Learning Gains for SWD decreased to 36%. We need to provide more consistent small group instruction for L25/SWD in grades 4 and 5 that is standards-aligned, boosts cognitive engagement, and helps students build reading fluency their independent reading/thinking/writing abilities.

Greatest Decline

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

Our area of steepest decline was in ELA Learning Gains for our students in the L25, which decreased from 75% to 44%, year over year. Students with disabilities (SWD) in our L25 ELA making Learning Gains decreased from 60% to 36%. These data also contributed to our overall ELA learning gains decreasing from 65% down to 47%, year over year. We have the need to boost students' cognitive engagement and ability to read/think/write across content areas with purposefulness and greater stamina.

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 achievement gap is greatest between SWD and their non-disabled peers at Perkins, followed closely by our gap between students who are Black/African American and students who are White or Multiracial. We need to improve our capacity, planning, and implementation of small group direct instruction that is systematic, intentionally builds targeted ELA/math skills, and helps students to build confidence and stamina for reading/thinking/writing across content areas.

EWS Areas of Concern

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

We have a concentration of students with 2 or more areas of concern in Grade 5. It will be crucial that we provide small group supplemental instruction, mentoring, and strategies to increase attendance for these 15 students, as well as others who have similar at-risk needs.

Highest Priorities

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

- Increase ELA proficiency (>65% grades 3-5, overall & >70%+ in grade 3)
- Increase ELA learning gains (>70% overall and >65% in L25)
- Increase Math proficiency to over 68% (grade 3-5 overall)
- Increase Math learning gains (>70% overall and >60% in L25)
- Close our achievement gaps for Students with Disabilities and Students who are Black/African American

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 ELA

Area of Focus Description and Rationale

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

To help increase our students' overall proficiency and learning gains in ELA, we will focus on students' cognitive engagement with content by advancing thinking through writing about reading and across the content areas and grade-levels.

Measurable Outcome

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

We will increase our students' overall proficiency in ELA from 58% to at least 65%, including at least 70% of students in grade 3, as measured by FAST PM3 in May 2026. We will also increase our students' overall learning gains in ELA from 46% to 70%, including 75% of our L25 students, as measured year-over-year from PM3 2025 to PM3 2026.

Monitoring

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

School leadership team will ensure professional learning is implemented for all instructional staff and translated into classroom practices that positively impact teaching and learning.

Student data will be analyzed, monitored throughout the year, and used as the basis for instructional planning, student grouping, and ongoing small-group instruction/intervention practices.

Students will engage in direct conversation with teachers/mentors throughout the year about their progress in ELA and personal data goals for reading and writing achievement/growth.

Person responsible for monitoring outcome

Dr. Jeffrey Moss, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

We will advance student thinking/cognitive engagement through writing and reading across the content areas and grade-levels.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) help students learn how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

All instructional staff will complete "Cognitive Engagement for Learning" professional learning and implement these practices to boost student engagement and learning through writing.

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August to September 2025 - 3 professional learning sessions

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

- Instructional staff/leadership will participate in pre-service professional learning, led by district staff developer.
- Follow-up professional learning sessions will take place during an additional before-school meeting for all staff, and then grade-level PLC team meeting during September.
- This micro-credential will lay the ground work for our ongoing focus on Writing to Learn (action step #2).

Action Step #2

School leadership & Instructional staff will engage in "Writing to Learn" professional learning in order to provide systematic, ongoing ELA-focused instruction that helps boost students' cognitive engagement across all content areas and grade-levels. This will begin with school admin engaging in a book study, and then leading a similar content study with teachers for "The Writing Revolution: A Guide to Advancing Thinking through Writing in All Subject and Grades."

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

July 2025 through February 2026

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

• Provide clear, direct, and explicit instruction in writing. • Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction. • While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. • Anticipate student responses to the questions/stems posed by creating exemplar responses. • Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts. • Use sentence stems and graphic organizers to scaffold responses across developmental levels. • Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Area of Focus #2

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

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

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

We will provide all students with whole group and small group math instruction that is designed and implemented according to evidence-based principles. This area of focus will support our major instructional focus on cognitive engagement with content.

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.

We will increase our students' overall proficiency in Math from 60% to at least 68% across grades 3-5, as measured by FAST PM3 in May 2026. We will also increase our students' overall learning gains in Math from 60% to at least 70%, including 70% of our L25 students, as measured year-over-year from PM3 2025 to PM3 2026.

Monitoring

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

School leadership team will ensure professional learning is implemented for all instructional staff and translated into classroom practices that positively impact teaching and learning.

Student data will be analyzed, monitored throughout the year, and used as the basis for instructional planning, student grouping, and ongoing small-group instruction/intervention practices.

Students will engage in direct conversation with teachers/mentors throughout the year about their progress in Math.

Person responsible for monitoring outcome

Dr. Jeffrey Moss, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

We will deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

Rationale:

Shifting from stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014).

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

Incorporate writing to learn strategies to help students deepen their understanding by reflecting, and reasoning through mathematical ideas using written language through journals, explaining strategies, error analysis, writing prompts or exit tickets.

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August through November 2025

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

- Instructional staff/leadership will participate in pre-service professional learning, led by district staff developer.
- Follow-up professional learning sessions will take place during an additional before-school meeting for all staff, and then grade-level PLC team meeting during Septemeber.
- This micro-credential will lay the ground work for our ongoing focus on Writing to Learn (acion step #2).

Action Step #2

Teachers and administrators engage in Just-in-Time Content Professional Learning to become familiar with the design to understand what students are expected to master, including the vertical progression of standards, horizontal alignment of standards, Mathematical Thinking and Reasoning Standards (MTR's) and stages of fluency.

Person Monitoring:

Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2025 through March 2026

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

We will carry forward and apply the work of our cognitive engagement professional learning during Math ISD-facilitated vertical PLC meetings and additional touch-points with School Admin to insure elements of/opportunity for MTR's are present in all math instructional blocks and also used to drive small-group/differentiated instruction in Math.

Action Step #3

Provide ongoing, systematic math intervention for students throughout the school year that insures all students work directly with their teacher to learn/retain/use strategies for achieving success across the grade-level Math BEST standards.

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2025 through May 2026

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

- Teachers will work collaboratively with their grade-level PLC and our Math ISD to plan and implement for our students math intervention that is consistent, systematic, and helps students identify and practice deeply the strategies which help them succeed across the MATH BEST standards.
- We will boost students' cognitive engagement with more frequent small-group and individualized intervention instruction that occurs while other students in the classroom work collaboratively and/or more independently on math problem-solving and practice opportunities. This is meant to help us also insure learning gains occur for our students who have struggled the most with math.
- Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Area of Focus #3

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

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

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

We will utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Measurable Outcome

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

We will increase our 5th grade students' Science achievement level from 58% in May 2025 to at least 65% proficient as measured on the State Science Assessment in May 2026.

Monitoring

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

- School leadership team will insure professional learning is implemented for all instructional staff and translated into classroom practices that positively impact teaching and learning as relates to "Writing to Learn" strategies that positively impact Science teaching and learning.
- Student science data will be analyzed, monitored throughout the year, and used as the basis for instructional planning, student grouping, and spiraled review.
- Students will engage in direct conversation with teachers/mentors throughout the year about their progress in Science.

Person responsible for monitoring outcome

Dr. Jeffrey Moss, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

We will focus on teacher clarity for science to provide instruction that is organized and intentional, with clear and transparent expectations for mastery. Students are provided expectations at the start of the lesson through the learning goal. Students work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment.

Rationale:

This intervention is key to ensure our students are aware of science learning targets and expectations for learning and understanding. It also supports our overall instructional focus on cognitive engagement for learning.

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

Collabrative planning/PLC work to drive effective planning and teacer clarity

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2025 to April 2026

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

During collaborative planning, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Action Step #2

Integrate "Write to Learn" for science teaching & learning

Person Monitoring:

Dr. Jeffrey Moss, Prinicipal

By When/Frequency:

Ongoing - August 2025 to April 2026

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

Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking.

Area of Focus #4

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

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

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

We wil ensure that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidencebased practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum. We will focus these intentional practices to increase ELA and Math proficiency and learning gains for our Students with Disabilities (SWD) ESSA subgroup.

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.

Our SWD will increase ELA proficiency from 34% (May 2025) to at least 40% (May 2026), and increase ELA learning gains for SWD from 35% (May 2025) to at least 55% (May 2026).

Our SWD will increase Math proficiency from 35% (May 2025) to at least 40% (May 2026), and increase Math learning gains for SWD from 53 % (May 2025) to at least 65% (May 2026).

Monitoring

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

We will closely track performance monitoring and formative assessment data for our SWD throughout the school year.

We will ensure our ESE teachers and all instructional staff who teach SWD collaboratively plan instruction that is systematic, differentiated, and provides opportunities for SWD to grapple with grade-level content and build consistent strategies for improving reading fluency/comprehension, as well as math problem-solving, procedural and computational fluency.

Person responsible for monitoring outcome

Dr. Jeffrey Moss, Principal

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:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

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

Provide Professional Development on Specially Designed Instruction

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

August 2025 to December 2025

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

We will provide professional learning to our instructional staff on specially designed instruction, focusing on high-leverage practices that are unique to ELA (focus more on explicit instruction w/ gradual release) and Math (systematic, explicit strategy-focused intervention).

Action Step #2

Monitor interventions for learning are done to fidelity for our students, especially including SWD.

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2025 through April 2026

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

School leadership and ESE instructional staff developers will monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Area of Focus #5

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

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

Area of Focus Description and Rationale

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

At Perkins, approximately 63% of our 530 students are in the Black/African American ESSA subgroup. Concurrently, we have a significant academic achievement gap between our Black and non-Black students at Perkins, as follows:

- **ELA Proficiency -**
 - Black students: 37% / White students: 88% / Multiracial students: 73% / Hispanic students: 72%
- **ELA Learning Gains -**
 - Black students: 42% / White students: 61% / Multiracial students: (n/a) / Hispanic students: 33%
- **Math Proficiency -**
 - Black students: 46% / White students: 86% / Multiracial students: 68% / Hispanic students: 67%
- **Math Learning Gains -**
 - Black students: 53% / White students: 76% / Multiracial students: (n/a) / Hispanic students: 75%

We must improve the intentionality and consistency of our practices to significantly elevate the proficiency level and learning gains of our Black/African American students to ensure this pervasive achievement gap closes at Perkins elementary.

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.

We will make specific, sustained improvements in boosting cognitive engagement for learning, as well as student monitoring/mentorship, to increase the proficiency level of our Black/African American students to at least 60% in ELA and Math, and the percent of our Black/African American students making annual learning gains in ELA and Math to at least 75%, as measured by PM3, May 2026.

Monitoring

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

Students will each have personalized achievement goals in ELA and Math, and will track various data (PM/FAST, ongoing formative assessments) to monitor their progress toward achieving proficiency and learning gains.

Teachers and School Administrators will closely analyze and monitor students' achievement data/goals in ELA and Math. We will also closely involve each student with setting, tracking, and celebrating success in meeting/exceeding their goals.

Person responsible for monitoring outcome

Dr. Jeffrey Moss, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

We will advance student thinking/cognitive engagement through writing and reading across the content areas and grade-levels. Through this work, we will closely monitor our students who are Black/African American and provide intentional mentorship to ensure we are closing our Black/non-Black achievement gap.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) help students learn how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

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

All instructional staff will complete "Cognitive Engagement for Learning" professional learning and implement these practices to boost student engagement and learning through writing.

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August to September 2025 - 3 professional learning sessions

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

• Instructional staff/leadership will participate in pre-service professional learning, led by district staff developer. • Follow-up professional learning sessions will take place during an additional before-school meeting for all staff, and then grade-level PLC team meeting during Septemeber. • This micro-credential will lay the ground work for our ongoing focus on Writing to Learn (acion step #2).

Action Step #2

School leadership & Instructional staff will engage in "Writing to Learn" professional learning in order to provide systematic, ongoing ELA-focused instruction that helps boost students' cognitive engagement across all content areas and grade-levels. This will begin with school admin engaging in a book study, and then leading a similar content study with teachers for "The Writing Revolution: A Guide to Advancing Thinking through Writing in All Subject and Grades."

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

July 2025 through February 2026

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

• Provide clear, direct, and explicit instruction in writing. • Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction. • While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. • Anticipate student responses to the questions/stems posed by creating exemplar responses. • Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts. • Use sentence stems and graphic organizers to scaffold responses across developmental levels. • Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Action Step #3

Monitor interventions for learning are done to fidelity for our students to ensure we close achievement gaps in ELA and Math.

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2025 through April 2026

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

School leadership will monitor the use of appropriate intervention practices and ongoing small group instruction occurs to ensure students' needs are met in meeting/exceeding their ELA/Math proficiency and learning gains goals.

Action Step #4

Help students set/track/achieve personalized learning goals in ELA/Math

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2025 through April 2026

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

Classroom teachers, school administration, and our Leadership Team will collaboratively provide students with support, mentorship (ex: "check-ins", lunch meetings, etc.) to encourage students to set, track and celebrate successes in meeting/exceeding their achievement goals in ELA and Math.

Area of Focus #6

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

No Answer Entered

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome**Evidence-based Intervention:**

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

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

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

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

Area of Focus #7

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

specifically relating to**Area of Focus Description and Rationale**

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome**Evidence-based Intervention:**

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

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

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

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

Area of Focus #8

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.

Our area of focus for ELA relate to RAISE is to fully implement practices that ensure all students build reading fluency, consistently engage in grade level texts, and demonstrate increased stamina for/engagement with grade-appropriate reading comprehension tasks. This will be particularly important for our rising 5th grade cohort, who decreased from almost 60% proficient in 3rd grade to 48% proficient in 4th grade, as measured by PM-3 FAST ELA tests in Spring 2024 vs Spring 2025.

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

No Answer Entered

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

Our ELA growth for grades 3-5 is a major area of Focus at Perkins. This will be particularly important for our rising 5th grade cohort, who decreased from almost 60% proficient in 3rd grade to 48% proficient in 4th grade, as measured by PM-3 FAST ELA tests in Spring 2024 vs Spring 2025.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We will fully implement core ELA and intervention instructional practices that will ensure we raise the level of ELA proficiency for our rising 5th grade cohort from 48% to at least 60% as measured by PM-3 FAST Reading, May 2026.

Monitoring

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

Teachers and school administrators will collaboratively participate in "Write to Learn" professional development. School administrators will conduct frequent walkthroughs of ELA instructional blocks and provide ongoing feedback drawn from ELA best practices/look-fors. Collaborative, vertically aligned PLC meetings will take place at least monthly to discuss best practices and data trends across grades 3-5 in ELA/reading growth. Our 5th grade teachers are "team-teaching" this year, and our administrators will have weekly check-ins with the two ELA teachers to review student progress and discuss best practices and instructional feedback.

Person responsible for monitoring outcome

Jeffrey Moss, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

We will proactively teach students to better use reading comprehension strategies. We will also increase student engagement in grade-level texts by focusing on building background knowledge and using other research based strategies such as think-alouds, jigsaw learning approaches, and other collaborative structures involving reading, thinking, and speaking that connect to daily texts being read by each student.

Rationale:

To better comprehend texts and respond to standards-aligned assessment questions, students must build/activate prior knowledge; engage in active listening, reading, thinking, writing, and speaking about assigned texts; and along the way build their confidence and stamina for high-stakes reading

comprehension tasks. We will ensure these outcomes occur by focusing on building our collective teacher efficacy for boosting students' cognitive engagement for learning.

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

Literacy Leadership

Person Monitoring:

Jeffrey Moss, Principal

By When/Frequency:

Weekly monitoring for ELA progress & Monthly vertical PLC

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

School Administrators and Teacher ELA Leaders at each grade will support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content.

Action Step #2

Professional Learning

Person Monitoring:

Jeffrey Moss, Principal

By When/Frequency:

Pre-service workdays (Aug 2025) through March 2026

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

As mentioned in our overarching ELA goal, our instructional staff will be focusin on professional development around "Cognitive Engagement for Learning" and also "Write to Learn" framework for explicit instruction to boost writing across content areas and grade levels. Segments of our professional learning will occur as a blend of whole-group (all faculty), team-by-team, and vertically aligned PLC groups (ex: grades 3-5). Our school adminstrators are also focusing heavily on this area of growth for ongoing professional learning throughout 2025-26, and will leverage this learning to engage with teachers as we monitor instruction and students' progress.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

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

We will improve our positive culture and environment for learning through continuing to improve the systematic/consistent implementation of our PBIS systems at Perkins Elementary School.

Measurable Outcome

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

We will achieve 100% of staff and students aware of and able to describe our PBIS components as measured by focused walkthroughs and related surveys, by March 2026.

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.

We will provide direct instruction to students and professional development for staff to include our PBIS components and implementation at Perkins. Our Site-Based Leadership/PBIS team will also monitor student discipline data trends and the ongoing implementation of our PBIS from intermittent school walkthroughs to look for evidence of implementation (posters, expected procedures in action, various student and staff incentives being utilized as positive reinforcements).

Person responsible for monitoring outcome

Jessica Flint, Assistant Principal

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:

Our school will improve our practices in order to provide an environment that is supportive of students' academic and positive behavior development through a systematic approach to PBIS. This will include proactive instruction at the start of each semester to ensure students and staff are keenly aware of our PBIS systems, enhancing the elements of student recognition and rewards to build greater student motivation and positive outcomes, and close monitoring of PBIS data and regular sharing of such data with school staff.

Rationale:

When school stakeholders clearly define expectations, preferred outcomes, and a continuum of intervention and supports to help all student reach their best potential, then collaborative learning and meaningful relationships can persist throughout our school community.

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

Re-orient all staff and students to our PBIS components, which were all rebooted in 2024-25.

Person Monitoring:

Jessica Flint, Assistant Principal

By When/Frequency:

August - September 2025

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

Re-orient our staff and students to Perkins' PBIS plan through professional development for teachers and staff (i.e., during pre-service and PLC meetings) in which we clearly define our PBIS systems, outcomes, and preferred reinforcements for positive student behaviors. Teachers will then re-orient all students to our PBIS through targeted classroom lessons/discussions, ensuring we achieve 100% implementation of our schoolwide plan.

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.

Perkins ES will provide timely and accessible information to our parents about Title I programs through multiple communication methods. These include:

- Annual Title I Parent Meeting held at the beginning of the school year
- School newsletters and bulletins
- Notices sent home in students' backpacks/agendas
- Updates on the school website and parent portal
- Email and automated phone messages
- Information available in languages spoken by the majority of families in the school community

To fully disseminate our School Improvement Plan (SIP), we will take the following steps:

- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.

- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.

- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

Our school's web page address is: <https://www.pcsb.org/perkins-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)).

Part of our staff professional development during preschool will focus on how and when to communicate with families, shifting staff communication to newsletters, emails, and Focus communications to proactively communicate with families, encouraging family involvement in academics and our magnet as well as fostering relationships of trust to get to know students and families better to support student success. This year's staff PD will include data training to support teachers with how to talk with families about student academic data and goals using clear language and tips for support at home. This will help families understand how to support student achievement with academics at home.

In addition to Open House, we will also host a Meet-the-Teacher event to allow families and staff to begin building relationships and open communication before the school year starts. We also have multiple advocacy groups (PTA and Perkins Magnet Endowment) who support ongoing events and ways to support students and teachers in our core mission.

Our **Parent/Family Engagement Plan** will be posted to our **school webpage:** <https://www.pcsb.org/perkins-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)).

We have been fully implementing our plan to model and deeply discuss student performance data across all grade levels, growing and promoting this year a "culture of data" to drive planning and SIP goal outcomes for students. Our ELA coach has taken on more of a role of reading interventionist.

Our lone title-1 PTH teacher, and other instructional staff all participate along with our grade level teams in a problem-solving approach, and we leverage this knowledge of students' instructional needs to form targeted reading groups and through "all hands on deck," provide supplemental reading instruction in small groups with greater frequency and consistency. We did not have enough coverage staff-wise in 24-25 to equitably provide these sorts of services across all grades K-5. Therefore, we have shifted our SWP in 2025-26 to increase to three (3) part-time reading intervention teachers (rather than staffing a full-time ELA coach). This will allow us to expand our capacity for small-group academic intervention being provided for students, K-5, particularly in Reading/ELA.

The **School-Parent-Student compact** is also utilized during parent conferences as an additional tool to support ongoing progress monitoring. Furthermore, a copy of our Compact is included in the School-to-Home Daily Agenda, as an ongoing reminder/reference of our commitment to student success and schoolwide expectations for stakeholders (i.e., family, student, teacher, & administrator)

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 year the goal of the school as a whole is to improve, increase and update the way we communicate to our families. Between ConnectEd phone calls, emails, teacher communication, Facebook, website and marquee, we have found that our parents are craving more. We have continued a schoolwide monthly newsletter highlighting important events and upcoming dates, grade level specifics, overall school communications, specialists tips, Title I news, PTA information and more. We hope that these types of additions to our communications will help to foster more authentic family engagement opportunities and build capacity within our school building and with the community. Our SAC Committee has been a prime example of boosting parent participation in our decision-making process.

IDEA (ESE)-

Perkins Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-

Perkins Elementary School will take advantage of any support provided by the district in regards

professional learning.

The **YMCA-Greater St. Petersburg (FL)** provides on-site before/after care services for many of our students. They also offer the grant-funded "Y-Reads" program to select students in greatest need of after-school reading tutoring on a weekly basis. Y-Reads has been a particularly important partnership. Reflecting our Arts-themed DAP, the Al Downing TB Jazz Association has also provided some pro bono enrichment instruction for our aspiring "jazz musicians" in grades 3-5. In addition, they provide free events on a monthly basis that families can attend to experience professional jazz music performance.

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)).

N/A

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)).

N/A

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)).

We must continue with this work further deepen our practices as it relates to tracking and using student data to promote each student's growth. Topics will be geared toward using Performance Matters, Renaissance and FLDOE tools to progress monitor students. We must keep using ELFAC and Core Phonics surveys to drive foundational literacy instruction, including UFLI text-based controlled reading & Flamingo small-group guided instruction.

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

School Administrators and Teachers work closely with district leadership from Teaching & Learning to identify, utilize and track the progress of quality resources used to implement our core ELA, Math and Science instructional program. We utilize our district's resource online portal for resources, assessments, and lesson plan exemplars (ex: Padlet that organizes ELA standards, pop-up lessons, and resources for targeted intervention).

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).

Our use of quality resources is being expanded and improved in 2025-26 to include a new ELA intervention resource which incorporates an AI component which helps teachers diagnose specific areas of needed acceleration/intervention and activities to help students boost achievement.

All school administration attend summer 2025 professional learning sessions with district Teaching & Learning leaders to preview quality resources, updates and best practices. Teachers then engage with district Teaching & Learning leaders as well as school administrators in August 2025 for professional learning around these resources, changes and best practices.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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