

# School Improvement Plan

## 2015-2016

Perkins Elementary

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Superintendent



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# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Perkins Elementary	Principal's First Name Tony	Principal's Last Name Pleshe
School Advisory Council Chair's First Name Colleen	School Advisory Council Chair's Last Name Hulse	

## SCHOOL VISION - What is your school's vision statement?

100% School Success

## SCHOOL MISSION - What is your 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.

## SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Perkins Elementary is a diverse community where all cultures are welcome. As a magnet school for the Arts & International Studies, an emphasis is placed on celebrating each child's accomplishments. The staff participates in ongoing training and professional learning communities that fosters building and maintaining positive relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Perkins is a place where students want to be as evidenced by our attendance rate, which is the highest in the district. The arts immersion program promotes a positive, caring environment that fosters a love of learning and a willingness to look at our own performance. The school has developed this culture over its twenty year history.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Perkins Elementary follows the Pinellas County Student Code of Conduct. Each student, parent and teacher sign a compact each year stating they will abide by the agreed upon norms for the school as described in the magnet handbook. Teachers and students develop classroom management plans. The expectations are taught and retaught as necessary, observing and monitoring behavior are key to success. Students who are not able to function within those parameters are sent before the Intervention Committee. Interventions are put in place for that student. If still unsuccessful the student is reassigned to their zoned school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Administrators work closely with the Child Study Team and the School based Leadership Team to make sure the school knows what each child needs. Those teams are made up of the school counselor, social worker, psychologist and assistant/principal. Various teachers, administrators and other support personnel also attend meetings whenever needed. The community is pulled in whenever a family is identified as one who needs additional support. The school counselor has grief, divorce and anger management classes on a

weekly basis. Mentors are set up with students deemed in need of extra support. Positive and informative phone calls go home to families of students who have special needs. Students who are identified as those who need extra attention are paired with staff members so a check-in system can be established and relationships are created. District supports are pulled in on an as needed basis.

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Colleen	Hulse	SAC Chair/Parent
Tony	Pleshe	Vice Chair/Principal
Joel	Heller	Secretary/Teacher
Kristi	Shultz	Treasurer/Teacher

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

According to Perkins' 2014-15 School Improvement Plan, we implemented the following: ST Math and Mad Science "In-School" Field Trips. Funds were also spent on professional development for teachers.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds were used to provide additional science curriculum in the form of weekly workshops for our 5th graders. Funds were also used for professional development.

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

The School Advisory Committee meets to review the previous year's plan and helps create the focus for the current plan. SAC meets five times a year.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

SAC will use funds to further professional development by providing substitutes so lesson study and collaborative planning can take place in each grade level. Funds will also be used to send teachers to professional development not offered by the school district.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The majority of the funds will be used to secure substitute teachers and professional development.

**STATUTORY COMPLIANCE -**

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?  Yes  No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

**PART I CURRENT SCHOOL STATUS**

**Section C Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Tony	Last Name Pleshe	Email Address pleshet@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 12	# of Years at Current School 6
Certifications (if applicable) Elementary Education and Educational Leadership			

ASSISTANT PRINCIPAL #1			
First Name Laura	Last Name Kranzel	Email Address kranzell@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 7	# of Years at Current School 7
Certifications (if applicable) Elementary Education and Educational Leadership			

ASSISTANT PRINCIPAL #2			
First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**PART I CURRENT SCHOOL STATUS**

**Section D Public and Collaborative Teaching**

**INSTRUCTIONAL EMPLOYEES**

# of instructional employees: 73  
 % receiving effective rating or higher: 25  
 % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100  
 % certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 43.01

% reading endorsed: 8.3

% with advanced degrees: 36.1

% National Board Certified: 11

% first-year teachers: 1.4

% with 1-5 years of experience: 15.3

% with 6-14 years of experience: 38.9

% with 15 or more years of experience: 44.4

## PARAPROFESSIONALS

# of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

## TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Perkins Elementary frequently hosts interns, providing an opportunity for future teachers to get a glimpse of what it is like working at Perkins Elementary, while learning what they need for their career as a teacher. Staff Development is provided through Lead the Learning Cadre, Instructional Coaches, and other school personnel in leadership roles. This provides timely and necessary support for staff.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are allocated time to collaboratively plan with their team. Two planning sessions per semester are devoted to team planning. Grade levels also engage in lesson study twice a year.

**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Perkins Elementary has a lead mentor that meets with new teachers monthly. Administrators join to support the content and provide logistical or procedural updates and guidance. Mentors are assigned whose job assignments are similar.

## PART I

## CURRENT SCHOOL STATUS

### Section E

### Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)

**PROBELM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Facilitator, Catherine Valentine, generates agenda and leads team discussion while data manager/coaches, specialist and administrators assist team in accessing and interpreting the data through aggregation and disaggregation as appropriate. The technology specialist brokers technology necessary for assessments as well as managing and displaying the data. The recorder documents the content of the meeting, distributes copies to stakeholders and files for future reference. The time keeper helps the team begin and end on time, while adhering to the agenda items. The team meets weekly, discusses student progress, interventions and monitors the goals that are set. Based on current scores, focusing on the data that FCAT provides, the team monitors achievement three times throughout the year

utilizing common assessments.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#) [Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Catherine	Valentine	School Counselor/Facilitator
Jennifer	Smith	Curriculum Specialist/Co Facilitator
Cathy	Nelson	Speech/Secretary
Mary	Chedid	VE Resource/Time Keeper
Jenna	Kelly	VE Resource
Jaya	Eeten	Technology Specialist
Tony	Pleshe	Principal
Laura	Kranzel	Assistant Principal

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The leadership team gathers on a routine basis to evaluate data as well as discuss feasibility of intervention schedules created. Tier one is monitored through common assessment data, tier two and three are progress monitored using AIMSWEB on a biweekly and weekly basis, respectively.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Decision Ed, EDS and Performance Matters are used to gather data for the team to review. The data is from FAIR, Common Assessments, behavior and attendance data, as well as teacher input. MTSS monitors the graphs created from the progress monitoring of AIMSWEB, used with tier two and three.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Explanations during SAC meetings as well as faculty meetings. Protocols are created so that grade level teams can disaggregate their data and have clear understanding of their class make-up. This is scheduled to be done three times per year in Data Chats.

**PART I** **CURRENT SCHOOL STATUS**

**Section F** **Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Pinellas County Schools provides curriculum guides, which outline the standards. Monthly meetings are held to provide support to teachers and specialists. Grade levels plan together in which the Curriculum Specialist attends. Administrators do weekly walk through of the classrooms and monitor lesson plans.

**DIFFERENTIATED INSTRUCTION** - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Common Assessment that monitor student progress are given three times a year. A PMP or Progress Monitoring Plan is developed for student's not meeting expectation. Specific strategies are put into place that addresses the individual's deficit. Additionally, students not meeting expectation are invited to attend after school tutoring which uses software to determine need and remediations.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

### INSTRUCTIONAL STRATEGY #1

Strategy Type

Differentiating Instruction

Minutes added to the school year: 1,460

What is/are the strategy's purpose(s) and rationale(s)?

Differentiating Instruction at all levels allows each student to focus on what they need.

Provide a description of the strategy below.

All students will receive small group instruction.

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and Post data will be used to measure effectiveness as well as district common assessment.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal and School Based Leadership Team

### INSTRUCTIONAL STRATEGY #2

Strategy Type

Small Group Guided Routines

Minutes added to the school year: 1,200

What is/are the strategy's purpose(s) and rationale(s)?

Students will be taught in small groups to meet the various needs in the classroom.

Provide a description of the strategy below.

Students will participate in small group guided routines based on Jan Richardson



How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and Post data will be used to measure effectiveness as well as district common assessment.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal and School Based Leadership Team

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

**STUDENT TRANSITION AND READINESS** - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Orientation is held for incoming students prior to the beginning of the school year. Readiness skills are emphasized and materials are provided covering a variety of helpful subjects including parenting skills, and what to expect for kindergarten.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Tony	Pleshe	Principal	pleshet@pcsb.org
Laura	Kranzel	Assistant Principal	kranzel@pcsb.org
Jennifer	Smith	Curriculum Specialist	smithjenn@pcsb.org
Maria	Schemel	Kindergarten Teacher	schemelm@pcsb.org
Audrey	Reali	First Grade Teacher	realia@pcsb.org
Jennifer	Heuser	Second Grade Teacher	heuserj@pcsb.org
Kontonia	Fowler	Third Grade Teacher	fowlerK@pcsb.org
Sue	Fuss	Fourth Grade Teacher	fusss@pcsb.org
Catherine	Valentine	School Counselor	Valentinec@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT provides training, serve as teacher models and support to others. Meetings are held monthly.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

Support the implementation of the Florida Standards. Lesson Study will also take place.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section A** **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

**8-Step Problem-Solving Process**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.4	29.4	81

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.6	50.6	81

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47.9	47.9	100

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57	57	100

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	100	100

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	100	100

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	94	94	91
Black/African American	52	52	54
Hispanic	75	75	78
Asian	-	-	-
American Indian	-	-	-
English Language Learners (ELLs)	-	-	-
Students with Disabilities (SWDs)	55	55	60
Economically Disadvantaged	65	65	70

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL**

What is your school's reading goal? Provide a description of the goal below.

The percentage of students meeting proficiency will exceed the state proficiency rates or 81%.

Provide possible data sources to measure your reading goal.

Florida State Assessment (FSA)

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Implement Florida Standards	Classroom teachers will teach Florida Standards using a variety of resources. Curriculum meetings have been scheduled along with PLC each month. The principal will monitor by conducting walk throughs of the classrooms using iObservation and Quick Glance guide provided by content supervisors.
Action 2	Plan to Implement Action 2
Implement Principal's Reading Challenge	September 15 to November 14 Students are encouraged to read and take Reading Counts quizzes to earn prizes. Principal will promote program weekly on school news show. Ongoing data will be reviewed using Scholastic management suite. Students and teachers will also be able to track the points earned using this tool. Final review will happen in November.
Action 3	Plan to Implement Action 3
Early Intervention	Provide after school intervention for students who are not meeting expectation in grade K - 3. Teachers will use iStation as a resource. Administration will monitor student progress using this too.
Action 4	Plan to Implement Action 4
Teachers use data to differentiate and scaffold instruction to increase student performance.	Teachers meet frequently with students in one-on-one conferences to support students' individual needs. Teachers use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the varied needs of students. School will conduct Professional Development on examples of differentiation and identification of Learning Styles. Administrators monitor teacher lesson plans for evidences of scaffolding and differentiation. Teachers will analyze data regularly to adjust lesson plans where appropriate.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section B</b>	<b>Area 2: English Language Arts (Writing)</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61.4	61.4	80

<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>
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Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

<b>WRITING GOAL</b>
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What is your school's writing goal? Provide a description of the goal below.

The percentage of students meeting proficiency will exceed the state proficiency rates or 100%

Provide possible data sources to measure your writing goal.

District common assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement Florida Standards	Classroom teachers will teach Florida Standards using a variety of resources. Curriculum meetings have been scheduled along with PLC each month. The principal will monitor by conducting walk throughs of the classrooms using iObservation and Quick Glance guide provided by content supervisors.
Action 2	Plan to Implement Action 2
Teachers will provide opportunities for increasing vocabulary, as well as opportunities to practice using appropriate conventions of standard English.	Teachers will teach daily language lessons through Reading series. Teachers meet frequently with students in one-on-one conferences to support students' individual needs. Teachers use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the varied needs of students. School will conduct Professional Development on examples of differentiation and identification of Learning Styles. Administrators monitor teacher lesson plans for evidences of scaffolding and differentiation. Teachers will analyze data regularly to adjust lesson plans where appropriate.
Action 3	Plan to Implement Action 3
Teachers will provide students with extensive opportunities to write in the ELA block.	Teachers will ensure that each student has a journal for every subject matter, and will give them chances to respond and reflect through writing across all subject areas. The principal will monitor by conducting walk throughs of the classrooms using iObservation and Quick Glance guide provided by content supervisors.
Action 4	Plan to Implement Action 4
Teachers will provide additional support to help bridge the gap between African American students and their peers.	Teachers can provide differentiated instruction through small group, or individual student conferencing. Teachers will be given a variety of resources that they can use to help implement differentiated lesson plans and/or homework-(i.e. CPALMS website, District Guidelines, Florida State Standards Modules). The principal will monitor by conducting walk throughs of the classrooms using iObservation and Quick Glance guide provided by content supervisors.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72	72	100

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72	72	100

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

## Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	78	100

## Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	78	100

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

## Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	88	88	90
Black/African American	47	47	78
Hispanic	74	74	91
Asian	-	-	-
American Indian	-	-	-
English Language Learners (ELLs)	-	-	-
Students with Disabilities (SWDs)	44	44	52
Economically Disadvantaged	58	58	63

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

The percentage of students meeting proficiency will exceed the state proficiency rates or 75%.

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Provide possible data sources to measure your mathematics goal.

Florida State Assessment (FSA)3-5, MFAS K-5, District assessments (Performance Matters) K-5
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How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement New Florida Standards	Classroom teachers will teach Florida Standards using a variety of resources. Curriculum meetings have been scheduled along with PLC each month. The principal will monitor by conducting walk throughs of the classrooms using iObservation and Quick Glance guide provided by content supervisors.
Action 2	Plan to Implement Action 2
Monitor student assessment performance to identify student needs.	Utilize differentiated instruction. Teachers will review data and regroup according to time line. Principal will monitor every 6 weeks.
Action 3	Plan to Implement Action 3
Extended Learning beyond the school day	Students not meeting expectation based on common assessment will be invited to attend after school intervention using ST Math and small group instruction.
Action 4	Plan to Implement Action 4
Math Challenge	All students will compete in 6 week math challenge for prizes.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section D Area 4: Science**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69	79	85

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
48	48	50

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

**SCIENCE GOAL**



What is your school's science goal? Provide a description of the goal below.

The number of students exceeding the state proficiency rate will increase from 79% to 85%

Provide possible data sources to measure your science goal.

Science FCAT 2.0, District Assessments (Performance Matters )  
Administration will monitor progress

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement Florida Standards	Classroom teachers will teach Florida Standards using a variety of resources. Curriculum meetings have been scheduled along with PLC each month. The principal will monitor by conducting walk throughs of the classrooms using iObservation and Quick Glance guide provided by content supervisors.
Action 2	Plan to Implement Action 2
Implement STEM Club	After school program targeting 4th and 5th grade students. Two teachers will teach and monitor progress. Principal will monitor for fidelity of program periodically throughout the school year.
Action 3	Plan to Implement Action 3
Monitor student assessment performance to identify student needs.	Utilize differentiated instruction. Teachers will review data and regroup according to time line. Principal will monitor every 6 weeks.
Action 4	Plan to Implement Action 4
Create science lab	Create science lab for hands on labs that focus on the Florida Standards that will help students on Science FCAT.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section E** **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL**

What is your school's STEM goal? Provide a description of the goal below.

Continue two STEM clubs after school benefiting 4th and 5th grade students.

Provide possible data sources to measure your STEM goal.

Science Common Assessment Administration will monitor
--

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Recruit 2 science oriented teachers to attend the September 16 professional development for the STEM Academy.	Send an email to all instructional staff requesting interested teachers to participate in the STEM Academy as facilitators.
Action 2	Plan to Implement Action 2
Inform the facilitators of mandatory professional development for the STEM Academy.	Attend the mandatory STEM Academy.
Action 3	Plan to Implement Action 3
We will recruit 40 students to participate in the STEM Academy twice a month from October to April.	Send information letters to 4th and 5th students scoring at level 1 or level 2 on math or science FCAT. If an enrollment of 40 students is not reached extend the invitation to all 4th and 5th students.
Action 4	Plan to Implement Action 4
Students from the STEM Academy will be given an opportunity to share their new found skills and knowledge.	STEM Academy students will make a special presentation at the annual STEM Expo.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**  
**Section H** **Area 8: Early Warning Systems**  
**ATTENDANCE**

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.02	0	0
Grade 1	.02	.01	0
Grade 2	.01	0	0
Grade 3	1.1	.01	0
Grade 4	4.6	0	0
Grade 5	3.4	.01	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	8.0	5.6	0
Grade 1	5.6	6.7	0
Grade 2	1.1	2.3	0
Grade 3	1.1	2.2	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	4.6	2.3	0
Grade 5	3.4	2.3	0

**SUSPENSIONS**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	10.3	12.4	5
Grade 1	8.9	10.0	5
Grade 2	6.7	9.1	5
Grade 3	7.9	10.0	5
Grade 4	5.7	10.2	5
Grade 5	19.1	6.9	5

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	.01	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	.01	0
Grade 5	.03	.01	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4.0	4.5	0
Grade 1	2.0	2.2	0
Grade 2	2.0	2.3	0
Grade 3	1.1	1.1	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	1.1	0	0
Grade 4	1.1	1.1	0
Grade 5	0	1.1	0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	1.1	0	0
Grade 4	1.1	1.1	0
Grade 5	0	1.1	0

## Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	1.1	0

**MULTIPLE EARLY WARNING INDICATORS**

## Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4.8	4.5	0
Grade 1	3.4	3.3	0
Grade 2	1.1	1.1	0
Grade 3	0	0	0
Grade 4	1.1	1.1	0
Grade 5	4.5	1.1	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

The parents, students and staff believe each student attends school to strive for excellence in all activities, academic, physical and social. Students are expected to abide by the Code of Student Conduct. Parents, students, and staff are expected to commit to:

- showing respect for all people,
- accepting responsibility for, and consequences of, their own actions, and
- helping each classroom have the best possible learning environment.

Students are expected to abide by the Code of Student Conduct. Students may be placed on probation and, ultimately, removed from the school for the following reasons:

1. Lack of adequate academic or behavioral progress
2. Non-compliance to district or school rules
3. Lack of participation in program activities
4. Excessive absences

The Magnet School Commitment form outlines the expectations for student success in these programs. This agreement must be signed by the parents or guardians at the beginning of each school year, indicating their commitment to maintaining and supporting the highest standards possible.

The Intervention Committee (IC) will review each student's case, as needed. The team will recommend interventions or strategies to assist the student in being successful. Finally, the team may recommend the student's removal from the school.

Except in cases of severe disruption, prior to removing a student from a program, intervention strategies will be utilized by the program staff to ensure the student has had adequate opportunity to be successful. Intervention strategies may include but are not limited to:

1. School-based Intervention Team referral
2. Modified curriculum
3. Tutor/extended learning
4. Support services (counselor, psychologist, social worker)
5. Strategies for student to improve his/her behavior
6. Other strategies suggested during the conference

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

## Section I

## Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)		
			Add Target	Delete Target
In reading the percentage of black students meeting proficiency on the FSA test will be comparable to the target listed here.	52	52	54	
In math the percentage of black students meeting proficiency on the FSA test will be comparable to the target listed here.	46	46	52	

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

## Section J

## Area 10: Family and Community Involvement

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Perkins Elementary School is a magnet school for the arts and international studies. Student and parent participation is high.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Perkins enjoys a good reputation in the community. We are a highly sought after application program. We attend several application fairs where we market our school. We also have a comprehensive website which is kept up to date.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Perkins partners with several agencies around the city that support our magnet program.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section K****Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in <input type="text" value="3"/>	Bronze in 50% of <input type="text" value="6"/>	66

**PART III** **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	Lesson Study
Related Goal(s)	Reading and Math
Topic, Focus, and Content	Teachers will choose a lesson from both reading and math.
Facilitator or Leader	Curriculum Specialist and Team Leaders
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade level with all grade levels participating.
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	October and February
Strategies for Follow-Up and Monitoring	Administrative team participates
Person Responsible for Monitoring	Principal

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Programs & Services are reviewed and distributed by the principal and the School Based Leadership Team.



**MEETING STUDENT NEEDS** - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Based Leadership Team meets weekly. Agendas are created and data is reviewed. Decisions are based on the team and what is in the best interest of the students.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Professional Development/Lesson Study
Related Goal(s)	Reading & Math
Actions/Plans	see attachment
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Use Lesson Study format
Funding Source	SIP Funds
Amount Needed	\$2,750.00

**PART VI** **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	<input style="width: 100%; height: 40px;" type="text"/>
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	<input style="width: 100%; height: 40px;" type="text"/>
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	<input style="width: 100%; height: 40px;" type="text"/>

<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</p>	
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# 8-Step Planning and Problem-Solving Process

