



# **School Improvement Plan 2017-18**

## **Perkins Elementary Center for the Arts & International Studies**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal :</b> Tony Pleshe	<b>SAC Chair:</b> Delora Croteau
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<b>School Vision</b>	100% STUDENT SUCCESS
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<b>School Mission</b>	The mission of Perkins Elementary Center for the Arts & International Studies 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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
580	1.1	39.2	11.1	4.3	44.3	

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	68	66	75	74	64	65						
Learning Gains All	59	59	58	70								
Learning Gains L25%	36	58	41	51								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tony	Pleshe	FT	4-10 years
Asst. Principal	Laura	Kranzel	FT	11-20 years
Curriculum Specialist	Jennifer	Smith	FT	1-3 years
School Counselor	Kimberly	Stickles	FT	1-3 years

<b>Total Instructional Staff:</b>	<b>55</b>	<b>Total Support Staff:</b>	<b>22</b>



## School Culture for Learning

•Goals 2, 3

•Domain 5

Connections: **District Strategic Plan**  
**Marzano Leadership**

### School-wide Behavior Plan

**1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).**

Our school culture encourages healthy relationships of respect, empathy, listening, and self-discipline. Everyone endeavors to make school fun, to set a joyful tone. Mistakes are viewed as “opportunities to learn.” Research shows that a positive attitude and emotional control are strong predictors of life success. A friendly, family-like atmosphere exists in our classrooms, with an open-door policy for parents. Our school focuses on our Guidelines for Success – Always do your best, Respect others and yourself, Treat others kindly and Safety first.

**2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?**

Our school shares four guiding principles that govern how teachers develop their classroom management plans. Our guiding principles are: Always do your best; Respect others and yourself; Treat others kindly; Safety first. School wide we use Class Dojo as a way to encourage positive behavior individually and collectively as a class. Class Dojo also allows teachers and specialist to communicate with parents using a smart device linked to parent’s cell phones. Our school culture encourages partnership between home and school. Every year each student and parent signs a commitment agreement that outlines expectations for our school. Classes develop their classroom management plans that are aligned with the guiding principles. Plans are posted in each classroom and the teacher submits the plan to the principal who monitors through walk throughs, review of Class Dojo data and behavior reports.

**3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.**

MTSS is managed by School Based Leadership Team  
 Tier 1 Academic - core curriculum measured by grade level formative assessments.  
 Tier 2 Academic - identified by deficient and severely deficient on common assessments – small group intervention based on student needs outside of reading block – (interventions – iStation, Build Up Phonics, Jan Richardson routines, repeated reads, LLI) - monitoring is biweekly DIBELS depends on student needs (LNF, MAZE).  
 Tier 3 Academic - students not meeting expectations with Tier 2 interventions (with data up to 6 weeks) will be given a level assessment administered individually to students and their peers based on national norm scale AIMS WEB, if a significant discrepancy is found, the team will continue with a problem-solving worksheet (PSW).  
 Tier 1 Behavior – Guide Lines to Success posted around school- teacher classroom behavior plan - monitored by student behavior reports, teacher referral and Class Dojo.  
 Tier 2 Behavior – students have 2 referrals – individual plan is developed - could be check in/check out, mentor, small group (guidance or social skills), – individual plan needs to be initiated by teacher in the classroom (behavior contract).  
 Tier 3 Behavior – PBIP/FBA – if not successful on tier 2 - measured by data collection of individual or continued referrals.

### Data-Based Problem Solving

**4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?**

School counselor provides small group or individual counseling based on teacher/parent referrals – monthly guidance lessons in class. Recess to meet physical/social/emotional needs provided daily. Some primary teachers are rewarding students with good behavior in class (dojo) with additional recess. Pack a snack program for additional food for students.

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5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

SBLT meets weekly to discuss school data using multiple data sources such as School Dashboard – Performance Matters – Focus, DIBELS/AIMS web graphs, student referrals attendance is also monitored by the school principal and child study team. Goals to decrease absenteeism are in place.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Perkins Elementary is the Center for Arts & International Studies. Emphasis is placed on setting high standards for our school community and ourselves. The school leadership is visible on campus and classrooms. Lesson plans are reviewed and data meetings are held. The SBLT meets weekly to discuss MTSS process.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Maintain High Expectations for Every Student	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
A behavior handbook was written with expectations for each area of the school. Lesson plans to teach expectations are included.	Tony Pleshe & Classroom Teachers
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Restorative Circles will be used to garner buy-in from all students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ensure teachers have access to real-time data specific to black students with personalized goals in order to have effective data chats.	Jaya Eeten & Classroom Teachers
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



**Standards-Based Instruction for Learning**

Connections:

- Goals 1,2,4,5

District Strategic Plan

Marzano Leadership •Domain

1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Each grade level plans with the curriculum specialist. Monthly data chats with teachers and the School Based Leadership Team review progress monitoring data, running records and common assessment.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

FSA scores indicate that Perkins has room to improve in all areas of the curriculum. Classroom teachers will teach Florida Standards using a variety of resources. Curriculum meetings have been scheduled along with PLC each month. Grade Levels will plan together with the curriculum specialist. The principal will monitor by conducting walk throughs of classrooms using iObservation and Quick Glance guide

provided by content supervisors. Lesson plans are reviewed by administration. Data used is from iObservation Reports – Building Detail and Learner Report which shows details for individual and building data based on observation, score distribution and trends by month.

**9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.**

Teachers use Performance Matters to look at class and grade level data. Item analysis is used to chart standards and trend data. Teachers provide rigorous learning goals and performance scales for each standard taught in a unit. Then adapt or create new strategies to meet student need.

**10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).**

Our school employs several school wide programs that implement specific strategies to improve in the content areas. It is an expectation that all students participate in ST Math, iStation and Reading Counts. Grade levels use monthly data meetings to discuss trends and compare scores in reading, math and science. Prior to our fifth graders transitioning to middle school, we work with our feeder pattern schools to host assemblies where they come and talk to our students. All fifth-grade students go to John Hopkins for a tour of the magnet program. Individual students are encouraged to shadow a day at the DAP school of choice. We do a MOCK middle school to include following a schedule, doing questionnaires about middle school concerns, opening a lock, following a school maps and study skills. Guidance lessons in 5<sup>th</sup> grade are focused on middle school preparation and how to handle issues that will come up. We use Tier 2 interventions to increase student proficiency and monitor that bi-weekly. We review data and intensify these interventions as needed. In addition to the above, our school has move up day so students can meet their teacher for the next school year. This alleviates anxiety for the students and families.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Team Planning - Ensure that all teachers have sufficient planning time to develop engaging, differentiated instruction for all students in all classes.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
NWEA - MAP – Teachers will analyze class and grade level data specifically the item analysis.	Tony Pleshe, Jenn Smith, Jaya Eeten, & Classroom Teachers
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Extended Learning Program - Provide sufficient funds for before- and after-school learning experiences, staffed by fully-certified and well-compensated teachers, to targeted students who need them most.	
Implement culturally responsive instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Pre/Post iStation Test – use the reports menu to produce various reports that show growth and areas of improvement.	Jenn Smith
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## Collaboration for Professional Growth

•Goals 1,2,4,5

Connections: District Strategic Plan

Marzano Leadership

•Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The Sunshine Club (hospitality committee) was organized more than 10 years ago to rally our staff in times of celebration and provide comfort through pain and grief. We celebrate marriages, births, retirements, as well as share in sadness and frustration in times of sickness and death. We also set aside time in December to come together as a group before the new year. The Sunshine club organizes the faculty breakfast schedule, which occurs every other month. This is an opportunity for us to have a moment together as a staff. This year the Sunshine Club has organized three retirements and two showers, and purchased numerous books as donations to our library in honor of deceased family members. These are just a few examples of ways we come together as a staff to "shower" our friends/family as we celebrate their accomplishments. This is one of the many ways we create a culture of respect and trust at our school.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Each grade level plans with the curriculum specialist. The team leader and curriculum specialist plan these PLCs during common planning time. Monthly data chats with teachers and the School Bases Leadership Team review progress monitoring data, running records and common assessment.

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Last year our teachers focused on Guided Reading. Using formative assessment data to form groups and planning lessons. The district provided a reading coach to work with our curriculum specialist and teachers throughout the year. Teachers were given specific math training during the fall with Ms. Math. We partnered with Jamerson Elementary to have Ms. Math do a math night for students and families.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

#### Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Teachers have signed up using eLearning for targeted reading and math training.	Summer	Teachers	Implement new strategies
Math Talks	Fall	Teachers	Continue training from last year
Restorative Practice/Circles/Dojo	Pre-school/Year	Teachers/Staff	Begin building capacity and way of work
Grade Level District Training	Pre-school/Year	Teachers	Understanding grade level expectations

Guided Reading	Pre-school/Fall	Teachers	Implement Jan Richardson Reading Routines



## Family and Community Engagement

Connections: District Strategic Plan • Goals

1,3,6,7

Marzano Leadership • Domain

4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Perkins is a place where students and staff want to be as evidenced by our attendance rate and our application numbers. 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.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Our school is fortunate enough to have a stable population of students from year to year. On the last day of school, we have move up day where the students get to meet their next year teacher. Packets are sent home that inform parents on what to expect for the upcoming year. A curriculum night is held two weeks after the start of school for parents to come to and learn first-hand from the teacher things they can do to help their child succeed. Teachers encourage parents to use portal to track grades. Prior to school starting this year, our school is hosting a math family night that will help parents understand the math strategies that will be taught this year. Every parent is required to attend a conference the first semester and encouraged to attend an additional conference the second semester. This will be the third year in a row that we have partnered with the YMCA and their afterschool tutoring program. Class Dojo is will continue to be used this year which allows for two-way communication and sharing of files so that parents will have copies of the homework schedule and other resources. Agendas, email, Class Dojo and conferences are the main ways to communicate with the teacher.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

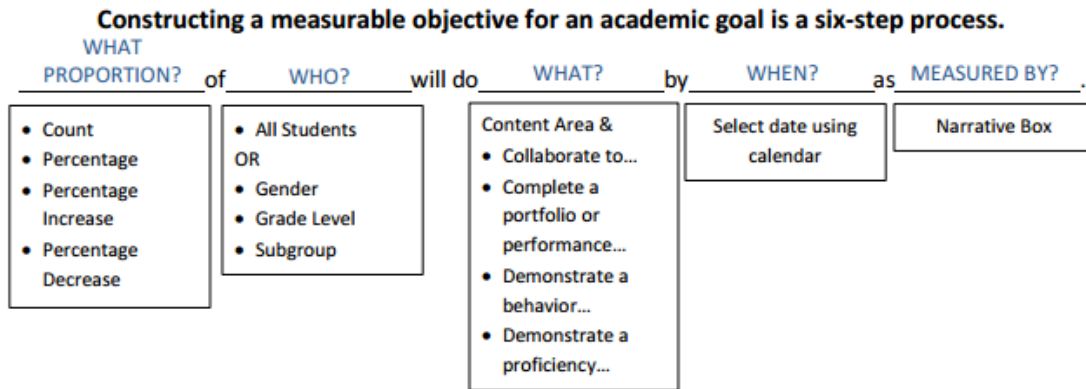
**Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Provide multiple opportunities for families to be involved through a variety of activities at school and at home, and communicate with them regarding the various factors that promote students' academic success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Organize opportunities so families can observe and participate in activities and field trips to promote a culture of high expectations.	Alyson Ogles & Classroom Teachers
<b>Goal 2:</b> What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Promote Perkins	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Use District Application Fairs and Discovery Nights to market school to the community.	Tony Pleshe/Laura Kranzel
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Section 2 – Targeted School Goals / Action Steps

### Academic Goal



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager: Audrey Reali</b>
Increase the percent of students who score proficient on the Spring 2018 ELA FSA by 5% Focus on increasing the number of learning gains for our lowest 25% to at least 50.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
All teachers meet monthly with curriculum specialist and principal to review formative student data & revise lesson plan to align with data. iStation will also be used with fidelity and monitored by classroom and student use.	Principal will review PLC notes and monitor data.
Cooperative Learning: ability groups that apply strategy consistently and systematically	Principal and Assistant Principal will monitor through walk throughs and lesson plans.

<b>Mathematics Goal</b>	<b>Goal Manager: Jennifer Smith</b>
Increase the percent of students who score proficient on the Spring 2018 Math FSA by 5% Focus on increasing the number of learning gains for our lowest 25% to at least 50.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
All teachers meet monthly with curriculum specialist and principal to review formative student data & revise lesson plan to align with data.	Principal will review PLC notes and monitor data.
Cooperative Learning: ability groups that apply strategy consistently and systematically	Principal and Assistant Principal will monitor through walk throughs and lesson plans.

<b>Science Goal</b>	<b>Goal Manager: George Mayhew</b>
Increase the percent of students who score proficient on the Spring 2018 Science by 5%	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
All grades will use the science lab with fidelity according to district guidelines	Principal will monitor lesson plans and require teachers to analyze data for each science standard tested.

Continued expectation that science standards are taught in each grade level.	Principal will monitor lesson plans and require teachers to analyze data for each science standard tested.
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**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name: Healthy Schools</b>	<b>Goal Manager: Zee Knight</b>
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2016-17, school was eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-18, is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name: STEM</b>	<b>Goal Manager: George Mayhew</b>
We will increase the number of students who regularly attend a STEM after school program in grades 2-5.	
Actions / Activities in Support of Goal	Evidence to Measure Success
We will have one STEM program for students in grades 4 <sup>th</sup> /5 <sup>th</sup> and one STEM programs for students in 2 <sup>nd</sup> /3 <sup>rd</sup>	* Student attendance rates * Teacher participating in PD

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Tony Pleshe</b>
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Increase the percent of black students who score proficient on the Spring 2017 FSA by 5%.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Identify black students for the gifted program earlier Identify black students for remediation and offer extended learning Infuse Culturally Relevant Material/Curriculum Identify black students for school recognition program (Honor Roll and Bringing Up Grades) Give priority to black students who need additional help to come before school to work in the iPad lounge on ST Math or iStation in the lab.	Gifted Program Testing MAP DATA Teacher Formative Assessment iStation Performance Ongoing Progress Monitoring
Leadership team will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on black students Continue to emphasize cultural competency in our monthly PLC.	MAP DATA Teacher Formative Assessment iStation Performance Ongoing Progress Monitoring

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager: Laura Kranzel</b>
Increase the number of ELL students scoring proficient on MAP (Common Assessment) to 100%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Ensure classroom teacher is using effective strategies for the student.	Principal will monitor that lesson plans have documented strategies specific for ELL and progress monitor student.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager: Jenna Charleston</b>
Increase the percent of students who score proficient on the Spring 2017 ELA FSA by 5%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Review and update IEP with specific strategies for individual students.	Progress Monitor students.

<b>Subgroup Goal (If Needed)</b> <b>Enter Goal Name</b>	<b>Goal Manager:</b>
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade 6th	Grade 7th	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)				6	11			17	<5
Students with excessive absences / below 90 %	3	3	3	1	1			11	<5
Students with excessive behavior / discipline**	0	0	0	0	0			0	0
Students with excessive course failures**	0	9	16	9	6			40	7
Students exhibiting two or more Early Warning indicators	0	0	0	0	0			0	0

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b> SMART goal.	Please ensure that your goal is written as a
Perkins Elementary will increase attendance rate by 2% during the 2017 – 2018 school year as measured by our end of the year daily attendance report.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Continue to monitor tardy and absences on a quarterly basis 1. Teachers send a note home when a student has 3. 2. Social Worker sends letter when a student reaches 5. 3. Principal invites parent to an intervention meeting when a student reaches 7.	Decrease in number of tardy and absent students.
Child Study Team meets regularly to monitor attendance of the year.	Increase in attendance to 97%

### EWS - Discipline

<b>Discipline Goal</b>
Perkins Elementary will decrease the percent of office referrals by 5 % for the 2016 - 2017 school year as measured by the end of the year discipline report.

<b>Discipline Goal</b>
Specify
Perkins Elementary will decrease the percent of office referrals by 5 % for the 2017 - 2018 school year as measured by the end of the year discipline report.

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
A revised student behavior handbook will be rolled out during pre-school training. The plan is closely aligned with Restorative Practices.	Decrease in students leaving the room with an office referral
Continue to use Class Dojo as a means to communicate behavior and other information to parents.	Reports generated from Class Dojo and analyzed by SBLT

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Perkins uses LLI, iStation, ST Math as early intervention. We train fifth grade students to tutor kindergarten students before school and have foster grandparents working with students during the day. New this year, our teachers and students will have access to Achieve 3000 for more reading enrichment and intervention.
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<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Goal: Perkins Elementary will increase the opportunities students have access to extended learning by grade level to include after school intensive intervention, additional STEM classes, Arts Classes and individual tutoring.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Continue ongoing ELP afterschool	iStation Reports for ELP MAPs scores for STEM
Continue Magnet Classes before and after school Add individual tutoring for students on as need bases	Attendance Rate for Magnet Classes Individual Formative Assessment Data

## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>		Complete and update only as data become available.	
# of Instructional Employees (total number)	52	% with advanced degrees	33.3
% receiving effective rating or higher	100	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	4
% certified in-field**	100	% with 6-14 years of experience	17
% ESOL endorsed	39.6	% with 15 or more years of experience	31

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Perkins Elementary has been fortunate not have high turnover of teacher. Perkins Elementary Administrators search for highly qualified instructional staff by advertising the open position and screening applicants. A team is created to interview and recommend any new teacher. New teachers are assigned a mentor and meet regularly with them. Perkins has a strong sense of community which helps with our low turnover of staff.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Delora	Croteau	White	Parent
Colleen	Hulse	Hispanic	Parent
Jada	Cadman	White	Parent
Barbara	Rauch	Multi	Parent
Sierra	Stone	Hispanic	Parent
Takiyah	Dennies	Black	Parent
Kontonia	Fowler	Black	Teacher
Joel	Heller	White	Teacher
Cheryl	Austin	White	Support Employee
Tony	Pleshe	White	Principal
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	



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. Attached budget if preferred.

SIP funds will go to pay for teacher training such as conferences and TDE's for planning.