

Pinellas County Schools

PERKINS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Our vision is 100% student success for all who attend Perkins Elementary School.

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

Jeffrey Moss

mossj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional leadership, operational & safety leadership, supervision / evaluation of all school staff, accountability for total school success and stakeholder relations.

Leadership Team Member #2

Employee's Name

Jessica Flint

flintje@PCSB.org

Position Title

Assistant Principal/Magnet Coordinator

Job Duties and Responsibilities

Assist principal in all facets of instructional, supervisory, and operational/safety leadership. Ensure recruitment, retention, student/family accountability and marketing for our 100% district application program (magnet) remain ongoing & effective as measured by student enrollment and interventions (i.e., as needed).

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

Kimberly Stickles

sticklesk@PCSB.org

Position Title

School Counselor

Job Duties and Responsibilities

Lead student support services, including counseling/emotional support, safety/threat assessment, 504 plans/Coordinator, attendance monitoring, and character education lessons/follow-through.

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.

School Advisory Council (SAC) discusses SIP updates throughout the year, starting with initial presentation/approval of the plan in summer months, and continuing through monthly open meetings at which SIP goals/data updates are reviewed/discussed; ideas for continuous improvement are shared b SAC with school leadership; and, adjustments to practices are implemented as needed based on this important feedback cycle.

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)).

School leadership will actively collaborate with teachers around SIP goals/strategies, professional development, student data monitoring, planning, and instructional walks with feedback. This year, we will proactively add peer class walks to drive also drive instructional improvements, collegial feedback/discussion, and improving learning outcomes for students. Our SBLT and SAC will periodically discuss our progress towards SIP goals, including data-oriented updates and seeking ongoing feedback throughout the school year.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	68	89	85	90	84	78				494
Absent 10% or more school days	0	6	11	6	11	10				44
One or more suspensions	0	1	0	0	1	2				4
Course failure in English Language Arts (ELA)	0	0	0	1	2	0				3
Course failure in Math	0	0	0	1	1	1				3
Level 1 on statewide ELA assessment	0	1	5	14	1	11				32
Level 1 on statewide Math assessment	0	8	12	15	7	14				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	5	1	0				6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	3	7	1	0				14

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	7	10	7	13				39

Current Year 2026-27

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

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

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	68	62	56	64	59	55	61	57
Grade 3 ELA Achievement	65	70	61	68	67	59	57	63	58
ELA Learning Gains	59	65	63	47	62	60	65	64	60
ELA Lowest 25th Percentile	63	63	58	44	59	56	75	62	57
Math Achievement*	64	72	66	60	69	64	55	66	62
Math Learning Gains	54	69	64	61	67	63	65	68	62
Math Lowest 25th Percentile	39	56	50	44	56	51	48	58	52
Science Achievement	61	72	62	57	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	466
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	55%	60%	55%	53%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
Black/African American Students	50%	No		
Hispanic Students	88%	No		
Multiracial Students	70%	No		
White Students	76%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	61%	65%	59%	63%	64%	54%	39%	61%					
Students With Disabilities	52%		48%	50%	42%	45%		45%					
Black/African American Students	47%	49%	58%	66%	50%	45%	32%	50%					
Hispanic Students	88%				88%								
Multiracial Students	78%		47%		74%	80%							
White Students	79%	79%	67%		84%	61%		83%					
Economically Disadvantaged Students	50%	53%	57%	68%	57%	46%	44%	58%					

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%					

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	68%	-2%	60%	6%
ELA	4	58%	66%	-8%	60%	-2%
ELA	5	60%	66%	-6%	61%	-1%
Math	3	70%	71%	-1%	66%	4%
Math	4	69%	72%	-3%	65%	4%
Math	5	55%	69%	-14%	62%	-7%
Science	5	61%	70%	-9%	60%	1%

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 students' data in Reading/ELA showed the most growth in 2025-26. We continued to strengthen our consistency and practices with differentiated, small group reading/ELA instruction and intervention. We moved our support model to include three part-time hourly interventionists, who focused most on reading/ELA. We were able to provide these services throughout the school year, K-5, targeted based on student need, ELFAC data, and standards-based assessments. This led to us significantly increasing our ELA achievement (+5 pts) and ELA Learning Gains (+12 pts) in grades 3-5, as well as across the K-2 grade span in STAR ELA achievement growth.

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 students' Math Learning Gains, particularly for grades 4-5 students with disabilities resulted in our lowest performance area. We need to better help students grow their computational fluency and confidence/competence with problem-solving/reasoning skills in grade-level content. We also needed to expose intermediate grades students to more higher-level (DOK 4 & 5) content/assessment-aligned questions to help them improve their performance on FAST adaptive math tests. Far too many students scored the same levels at PM3 as they did PM2, resulting in no year-over-year learning gains.

Greatest Decline

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

Our greatest decline in data was in overall student learning gains in math (from 61% to 54%), and must be an area of significant improvement in 2026-27 across our grade levels. As mentioned above, providing more effective instruction and monitoring for our students in the L25 of math will help us move this area considerably. Furthermore, we know that we must more consistently expose our students to higher level math problems (in the DOK level 4 /5) to ensure students have increase opportunities to maintain strong Math FAST levels.

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 Math Learning gains have the widest gap from state and district average levels. Our 5th grade math achievement was also significantly behind the increased district wide performance level. We need better systems and planning for small group math intervention taking place across all our intermediate (4-5) math classrooms. Our instruction is standards-aligned, but students need more scaffolds and close attention to improve in areas that will boost their overall performance in math. ESE service improvements are part of this gap/need, as is a renewed focus on any student whose score put them in the L25 for math achievement.

EWS Areas of Concern

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

Attendance (and, we also know, tardies + early checkouts) for students who already struggle with academics is a big concern. We had instances of students missing the same afternoon classes (math, mostly) who ended up underperforming in that area vs. ELA/reading - with attendance and staying all day as a significant issue.

Highest Priorities

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

- Schoolwide math achievement and learning gains for SWD and/or in the L25 (Math prof >70%; LG >70%; L25 >60%).
- Science achievement for our 5th grade students (>65%)
- Closing achievement gaps for Black students through better aligned/more consistent small group & intervention
- Closing achievement gaps for students with disabilities in reading/math through specially designed instruction

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 continue to focus on our 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 61% to at least 70%, including at least 74% of students in grade 3, as measured by FAST PM3 in May 2027. We will also increase our students' overall learning gains in ELA from 59% to 70%, including 70% of our L25 students, as measured year-over-year from PM3 2026 to PM3 2027.

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 (PL) is implemented for all instructional staff and translated into classroom practices that positively impact teaching and learning. Our PL will include continued work with Writing to Learn strategies and also (new for 2026-27), peer strategy walks to build synergy in core instructional practices across all classrooms.

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?

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 continue "Cognitive Enagagement for Learning" professional learning through refresher sessions based upon the "Writing to Learn" strategies, and implement these practices to boost student engagement and learning through writing across content areas.

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August to October 2026 (3 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 school leadership team.
- Follow-up professional learning sessions will take place during an additional before-school meetings for all staff (vertical PLC/faculty meetings), and then grade-level PLC team meeting during September and October (in conjunction with "Strategy Walks" pre-walk PD sessions).

Action Step #2

Continue to implement best practices for "Writing to Learn," utilizing what we have been learning from "The Writing Revolution: A Guide to Advancing Thinking through Writing in All Sijbect Areas."

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August 2026 through February 2027

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

Learn about and implement peer "Strategy Walks" to boost teacher collaboration and sharing of exemplary instructional practices for ELA.

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August 2026 through March 2027

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

We will provide initial professional learning for all teachers about the make-up and power of Strategy Walks"

We will develop system of conducting Strategy Walks among teacher teams and grade levels, including scheduling and feedback.

Area of Focus #2

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.

While our K-5 ELA students performance data has increased significantly the past two years, our VPK/early literacy program CLASS data indicates a need to intentionally improve in this area (i.e., as based on CLASS program observations/scores). We will focus on high quality teacher-student interactions that support greater rigor of teaching & learning.

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 the CLASS program score for our VPK classrooms from 4.18 to 5.0, as measured by Early Learning Coalition's (ELC's) CLASS program observations, completed by spring 2027.

Monitoring

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

School administration and instructional support staff will conduct walkthroughs and participate in PLC/ professional learning opportunities with the VPK Child Development Associates (CDA) to support planning, analyze/review data, and provide instructional feedback throughout the school year.

Person responsible for monitoring outcome

Principal/Assistant Principal (Jeffrey Moss & Jessica Flint)

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 ensure a focus by CDAs on consistent, high-quality interactions with students.

Rationale:

This area of focus was noted as our lowest scoring domain in the 2025-26 CLASS program observation score.

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

Conduct regularly occurring VPK classroom walkthroughs to capture trends and provide feedback around CDA-student interactions.

Person Monitoring:

Jeffrey Moss / Jessica Flint

By When/Frequency:

August 2026 through May 2027

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

We will conduct frequent and regularly occurring VPK classroom walkthroughs in order to capture trends around teacher-student interactions and provide ongoing feedback to our CDAs that will drive continuous improvement in this area. As the school year continues, we will provide at least one walkthrough per classroom that simulates the CLASS walk rubric/feedback.

Action Step #2

Monitor the use of VPK core curriculum and resources.

Person Monitoring:

Jeffrey Moss / Jessica Flint

By When/Frequency:

August 2026 through May 2027

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

We are going to actively participate in collaborative planning with our CDAs and monitor for the use of core curriculum during walkthroughs of the VPK classroom.

Area of Focus #3

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 standards-aligned math instruction that is consistently and intentionally differentiated to ensure significant learning gains occur for each student. Our area of greatest decline was limited to math learning gains (overall and L25), indicating the need for this area of focus.

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 64% to at least 70% across grades 3-5, as measured by FAST PM3 in May 2027. will also increase our students' overall learning gains in Math from 54% to at least 70%, including an increase from 39% to at least 70% of our L25 students, as measured year-over-year from PM3 2026 to PM3 2027.

Monitoring

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

School administrators and available instructional staff developers will ensure that 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. Ways of work that we reviewed and practiced at previous district wide training and professional learning opportunities will be our expectation for instructional practice throughout the school (ex: matrix of daily intervention block planned weekly with intentional grouping, plans, and expected outcomes).

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 utilize district resources/planning guides, just in time professional learning, and collaborative PLC/strategy walks to deepen teachers' 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. This knowledge base will be used to continually analyze student progress, provide rich opportunities for math problem solving, and plan/implement daily targeted math intervention.

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

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 2026 through May 2027

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.

Action Step #2

We will reboot and roll-out a systematic approach for math problem-solving, schoolwide (i.e., "Pinellas Problem-Solving Routine").

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August 2026 through March 2027 (roll-out, PLCs, follow-thru)

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

We will provide all K-5 teachers with professional learning, examples, and follow-up PLC discussion to fully roll-out the "Pinellas Problem-Solving Routine" as a schoolwide, systematic approach for students' math problem-solving. This action step will: a) provide a consistent framework for students across grade-spans and classrooms; b) help students develop reliable/predictable strategies (read/re-read for meaning, representation, etc.); and, c) help build students' confidence to apply reasoning skills across various math standards and problem-types.

Action Step #3

Learn about and implement peer "Strategy Walks" to boost teacher collaboration and sharing of exemplary instructional practices for math.

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August 2026 through March 2027

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

We will provide initial professional learning for all teachers about the make-up and power of Strategy Walks"

We will develop system of conducting Strategy Walks among teacher teams and grade levels, including scheduling and feedback.

Area of Focus #4

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 Science materials to create a common foundation of standards-aligned, rigorous expectations for all students, and enhance vertically aligned Science instruction to enhance students core knowledge of key vocabulary and concepts. Our need in this area of instructional practice is based upon our school underperforming the district in 5th grade SSA proficiency.

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 61% in May 2026 to at least 68% 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

Collaborative planning/PLC work to drive effective planning and teacher clarity.

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2026 to April 2027

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. We will focus heavily on building students' vocabulary and conceptual knowledge - including 60 power words (from district resources).

*This action step also ties directly with our PLC focus area on "Strategy Walks" (i.e., peer observation/feedback, sharing best practices, such as student notebooks, data trackers, etc.).

Action Step #2

Integrate "Write to Learn" for science teaching & learning - focus on Interactive Student Notebooks.

Person Monitoring:

Dr. Jeffrey Moss, Principal

By When/Frequency:

Ongoing - August 2026 to April 2027

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. Through this work, students will increase written scientific explanations and argumentation.

Action Step #3

Learn about and implement peer "Strategy Walks" to boost teacher collaboration and sharing of exemplary instructional practices for Science.

Person Monitoring:

Dr. Jeffrey Moss

By When/Frequency:

August 2026 through March 2027

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

We will provide initial professional learning for all teachers about the make-up and power of Strategy Walks"

We will develop system of conducting Strategy Walks among teacher teams and grade levels, including scheduling and feedback.

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 53% of our 519 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: 46% / White students: 80% / Multiracial students: 78% / Hispanic students: 88%
- ELA Learning Gains - • Black students: 59% / White students: 66% / Multiracial students: 47% / Hispanic students: 56%
- Math Proficiency - • Black students: 51% / White students: 84% / Multiracial students: 74% / Hispanic students: 88%
- Math Learning Gains - • Black students: 46% / White students: 60% / Multiracial students: 80% / Hispanic students: 56%

While our Black/African American students have increased from 37% to 46% proficient in ELA and from 42% to 59% making learning gains in ELA, a gap still persists. 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 70% in ELA and Math, and the percent of our Black/African American students making annual learning gains in ELA and Math to at least 70%, as measured by PM3, May 2027.

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

Jeff 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

Continue "Writing to Learn" professional learning.

Person Monitoring:

Jeff Moss, Principal

By When/Frequency:

August 2026 to February 2027

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

School leadership & Instructional staff will continue to 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.

School administrators will lead professional learning with teachers reviewing strategies from a book study "The Writing Revolution: A Guide to Advancing Thinking through Writing in All Subject and Grades." Then, school administrators will lead content strategy with teachers using new strategies from the book study.

- 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 #2

Strategy Walks

Person Monitoring:

Jeff Moss, Principal

By When/Frequency:

August 2026 to March 2027

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 school administrators and teacher leaders
- Follow-up professional learning sessions will take place during an additional before school meeting for all staff and then grade-level PLC team and vertical articulation meetings during August and September including Praise Walks
- October- strategy walks during PLCs will evolve using look-for tools and micro-PD
- November/December- teachers and teams will walk on their own using the "Open-Door Initiative" with scheduled collaborative grade- level and vertical articulation PLCs with administration celebrating teachers and strategies across the school
- January/February- strategy walks during PLCs will continue to evolve using look-for tools and micro-PD

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:

Jeff Moss, Principal

By When/Frequency:

August 2026 to April 2027

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:

Jeff Moss, Principal

By When/Frequency:

August 2026 to May 2027

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.

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 2027.

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 continue to 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 help provide explicit lessons to staff and teachers to use to teach our PBIS components. 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 continue to 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 2026

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.

Action Step #2

Re-orient all staff to Discipline Flow Chart

Person Monitoring:

Jessica Flint, Assistant Principal

By When/Frequency:

August/September 2026 with re-visit in December 2026/January 2027

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

Through professional development, the PBIS and leadership team will re-orient teachers and staff (i.e., during pre-service and PLC meetings) in which we clearly define our PBIS systems and the flow for redirecting students including elevating support through tiers and calling for assistance to support disruptive behaviors. This will include re-orienting teachers to the expectations for when to write students a grow note, minor infraction, or office behavior referral and how to write/document the grow note, minor infraction, or office behavior referral.

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

Our school's webpage 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 , growingand 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. Previously, our school relied on one academic coach and one part-time hourly teacher to provide all supplemental Title-1 services. In 2025-26, we 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 allowed us to expand our capacity for small-group academic intervention being provided for students, K-5, particularly in Reading/ELA. Our results in ELA were increased proficiency and learning gains across all grade spans and sub group. Therefore, we will continue our SWP in this way, while we also shift our academic focus to elevate learning gains in mathematics, especially for students in the L25.

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)).

Between automated phone calls, emails, teacher communication, Facebook, website and marquee, we have found that our parents are craving more communication than what is currently provided. 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.

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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 to deepen our academic intervention practices as relates to tracking and using student assessment data to promote each students' growth. Our greatest need for improvement in this area is in math. To further this work, we will focus on continuing to implement "Writing to Learn" strategies and (new for this year) Peer Strategy Walks to share and widely replicate exemplary instructional practices. We must also keep using ELFAC and Core Phonics surveys with consistency 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)).

Our Child Development Associate taught at the "Rising-Kindergarten" summer bridge program which took place in June 2026. Furthermore, we hold two orientation events specifically for VPK and Kindergarten during pre-service teacher workdays, helping students and families learn helpful information, keys to success at the next level, and to help acclimate students to better transition to the next grade level. Our SIP this year also includes an ELA/literacy-oriented goal that is specific for improvements in our VPK program at Perkins.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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