

Miami-Dade County Public Schools

Dr. Henry E. Perrine Academy Of The Arts



2015-16 School Improvement Plan

Dr. Henry E. Perrine Academy Of The Arts

8851 SW 168TH ST, Palmetto Bay, FL 33157

<http://perrineelementary.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Dr. Henry E. Perrine Academy of the Arts is committed to providing a safe haven for young people's imagination in a professional learning environment. Dedicated to the arts in education, all students are inspired to strive for excellence and overcome barriers in order to ultimately achieve their potential as responsible adults. The nurturing of students into lifelong learners will enable them to excel in a global society through technology and a cooperative network of the community, parents, and school personnel for the next millennium.

In support of the school's mission and vision, our school offers a standards-based program with instructional goals, objectives, and activities that foster the development of social and academic skills. Our educational objectives are designed to achieve our academic goals. Our goals include improving reading proficiency by providing students with a print rich environment, utilizing a hands-on approach to teaching, and engaging students in analysis and inquiry as they investigate a variety of relevant topics and themes through projects that include science experimentation, mathematics manipulatives, reading, writing and technology and arts integration. In support of our purpose, equal attention is given to students who show gifts in the other intelligences: the artists, singers, actors, musicians and dancers. These students are provided with one hour a day of reinforcement in their gifted area.

Provide the school's vision statement

Dr. Henry E. Perrine Academy of the Arts is committed to educating and preparing students for the challenges of tomorrow. Through the use of multiple intelligences, expressive arts and technology, all stakeholders will facilitate the cognitive development, as well as emotional, physical and social skills of the students while strengthening their pride, respect, integrity and commitment to excellence.

School Environment

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

Activities and processes by which the school learns about students' culture and builds relationships include school-to-home and home-to-school communications about school programs and students' progress. Students and parents receive frequent and positive messages from teachers about classroom activities, the academic progress of their children, and how to work with their children at home. Our school is continuously making an effort to promote Volunteerism. Parents are encouraged to give their time and talents to support the school, teachers and children. Our school places great emphasis on rewarding accomplishments and talents by providing students with incentives. Parents are encouraged to participate in school decisions that affect their children through our EESAC and PTA. In addition, our school takes great pride in celebrating Black History month and Hispanic Heritage month.

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

Every year student and parents are provided with climate surveys and the school has a Positive Behavior Plan in place. Students in grades K-5 have the opportunity to engage in rad/KIDS, personal empowerment training sessions provided by police officers that come into our school to assist students in preventing/stopping predator tricks, including physical resistance strategies against abduction. We offer students an opportunity to join The G.R.E.A.T. Program. This program offers a

continuum of components for students and their families that focus on providing life skills to students to help them avoid using delinquent behavior and violence to solve problems. As part of the Healthy Alliance initiative, our school supports daily activity for students. We have created a school environment that encourages physical movement before school begins. We have developed the "Mile Club". This club takes place every morning and presents students with a straightforward challenge: run, jog, or walk a mile and you get a charm for every mile.

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

Perrine Academy School-wide expectations for social behavior (Adopted from RTI list)

1. Respect self, others, and property
2. Follow directions
3. Be kind
4. Keeps hands and feet to yourself
5. Always be your best

These rules are to be placed throughout the school in specific areas where positive behavior is encouraged.

Classroom:

- * Enforce classroom rules/have a discipline plan in place.
- * Visible classroom rules to review daily, weekly, monthly.
- * Teachers will model expected behaviors frequently.
- * Address inappropriate behaviors immediately.

Conflict Resolution:

Teachers set aside time during Social Studies block on a rotating schedule for Dr. Dean (School Counselor) to come into the classroom and teach resolution techniques and peer mediation strategies

Cafeteria Rules/Teacher Role:

- * Teachers will assign two (2) cafeteria monitors and one (1) substitute daily
- * Teachers share behavior expectations before going to lunch
- * Teachers will encourage restroom break before going to cafeteria
- * Teachers escort students to the lunch lines

Cafeteria Rules/Student Behavior:

- * Students remain seated until monitors allow them to move or teacher arrives
- * Students pick up and clean their own area and wait until the monitor brings the trash bin to their table
- * Raise hand to get permission to move from seat
- * Students are not allowed to eat food that does not belong to them

Bus Behavior:

- * All riders will receive personalized bus passes
- * Parent Accountability-students receive letters with student code of conduct that must be signed and returned to school
- * Privilege can and will be revoked for continuous misbehaviors

Alternative to Suspension for Misbehavior (Protocol):

- * Teacher/Classroom enforced rules implemented (parent contacted)
- * Grade level chairperson advises and intervenes (Meeting with parent-documented)
- * Counselor referral (Individual or Group Counseling)
- * Discipline Committee & Chairperson referral (FAB/BIP Process)

Consequences (after above process):

- Cafeteria duty
- Clean up detail (school grounds)
- Switch classrooms for a day (5th graders to lower grades/vice versa)

* Detention Hall

Students will report to Dr. Moulton's designated room on Wednesday's from 9:00 a.m. to 1:30 p.m. Ms. Mayorga will assist with rotations. Committee members will relieve for breaks as warranted.

* Administration referral is the last resort

Incentives:

- * Lunch with your favorite teacher
- * Lunch with the administrators (once a month) all teachers submit 1 name a month for pulling
- * Pizza party (monthly)
- * Ice cream party (monthly) frozen yogurt, fruit smoothies etc.
- * Class reward for cleanliness (cafeteria)
- * Fifth grade students selected to represent as peer mediators & trainers
- * Fifth grade students to be selected for news team

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

In support of our commitment to the emotional and social well being of our students, the school is involved in various character education initiatives. We honor students on a monthly basis that display the character trait for that month by recognizing them on the morning announcements. Our school participates in the "Listener's Program", a foundation designed to promote the emotional well being of students by providing a volunteer who will listen to students without making judgments. In addition, our fifth grade boys are given the opportunity to participate in the 5,000 Role Models of Excellence Project, a dropout prevention intervention program for minority young boys "at-risk" of dropping out of school and/or choosing a life of crime.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance (students who miss more than 18 days of instructional time), Behavior (students who have referrals that lead to alternatives to suspension), Academic performance (students scoring level 1 ELA or Mathematics, students who are not proficient in reading by grade 3, students are retained).

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	2	3	1	3	11	22
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	4	2	4	1	2	0	13
Level 1 on statewide assessment	3	4	6	0	4	16	33

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	4	2	3	1	1	11

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The academic intervention strategies include: differentiated instruction during the 90 minute Reading/ Language Arts block, Thirty minutes of intervention daily using the Wonderworks intervention materials and after school tutoring for Reading/Writing and Mathematics.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school encourages parental participation by creating a monthly calendar of events which includes PTA meetings and all other school activities throughout the month. On the first day of school, a parent involvement questionnaire is sent home with students. This questionnaire includes questions about whether the parents wish to volunteer and what times of the day or days of the week work out best for them. They are asked to choose from a list of activities that they may be interested in working with to assist the school. Teachers encourage parents to become room parents, and communication is encouraged. ConnectEd messages and/or flyers are sent to parents to remind them of important school events or meetings. Our school website, APP, and Twitter are additional communication tools for our students, parents, and community. We also have a volunteer breakfast to welcome parents and community members to our school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dr. Henry E. Perrine Academy of the Arts has garnered local, state and national recognition including: First Miami-Dade school chosen for Palmetto Bay's Art in Public Places (2015); Partner with Christ Fellowship Church in the Backpack "Feed the Hungry" program (2013-present); Magnet Schools of America School of Excellence (2014); No Place for Hate School (2013-2015); Alliance for a Healthier Generation: Bronze Medal for the US Healthy School Challenge (2012). Fairchild Challenge School (2012-present); During the Fairchild Challenge the students research and critically evaluate environmental topics, become more actively engaged citizens, and come to appreciate the beauty and value of nature. By blending content areas to create activities, projects, and "authentic experiences" that use the environment as an integrating context for learning, the Fairchild Challenge promotes science literacy, civic engagement, creative expression, and lifelong learning in students and, by extension, in their respective circles of influence. We were honored to receive the 2014-2015 Challenge Award, as well as received 2nd place in the Educator Fairchild Design Challenge for the previous 2 school years (2013-2014, 2014-2015) . The school was selected by the district to receive funds from the General Obligation (GO) Bond for renovating facilities (Air Conditioning Units), updating technology (wireless internet access and Promethean Boards), expanding student capacity, and enhancing facility safety. Funds from the bond will be used for electrical upgrades, Public Announcement System (PA), security/

surveillance enhancements and noise reduction walls in some areas of the school. We are seeking further technology enhancements by writing grants to obtain more computers and smart boards.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cruz, Sonia	Assistant Principal
Givens, Brandi	Instructional Media
Callan, Kelly	Teacher, ESE
Glazer, Susan	Psychologist
Dean, Alma	Guidance Counselor
Betancourt-Torres, Madelyn	Teacher, K-12
Rivas, Carla	Principal
Green-henningham, Denise	Teacher, K-12
Maler, Diana	Teacher, K-12
Flores, Lucy	Teacher, K-12
Arias, Ana	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1 (Leadership Team)

The function of the Leadership Team is to ensure that all district and school initiatives are aligned. In addition, the LT is responsible for monitoring the fidelity of interventions and goal driven strategies outlined on the School Improvement plan, provide on-going professional development opportunities, and utilize the four step problem solving model when addressing problems.

- Administrator(s) Carla Rivas and Sonia Cruz schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources;

In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- The school's guidance counselor, Alma Dean, provides appropriate services to students and their families and provides referral services

- The school's Exceptional Student Education Chairperson, Kelly Callan, monitors and provides support to students and parents and facilitates the development of the IEP

- The school psychologist, Susan Glazer participates in collecting, interpreting and analyzing data. In addition, she facilitates in the development of intervention plans and the monitoring of intervention.

- In addition to Tier 1 problem solving, the Leadership Team members meets periodically (Quarterly) to review consensus, infrastructure, and implementation of building level RTI

Tier 2

Selected members: Assistant Principal, Sonia Cruz, ESE Specialist, Kelly Callan, Guidance Counselor, Alma Dean, School Psychologist Susan Glazer, and Teacher, Madelyn Betancourt-Torres, of the RTI Leadership Team conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention. In addition to those selected, other teachers will be

involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members: ESE Specialist, Kelly Callan, Guidance Counselor, Alma Dean, School Psychologist, Susan Glazer, and Teacher, Madelyn Betancourt-Torres, of the RTI Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The leadership team is responsible for managing and coordinating efforts between all school teams as well as reviewing and revising the School Improvement Plan. Title III funds are used to provide after school tutoring, educational materials for ELL students and other support services. At the beginning of the year, the leadership team takes inventory of resources and materials and documents a list of gaps in resources . A plan is developed to determine the necessary resource materials and personnel available to meet the needs of students. The team meets monthly to communicate school-wide data and facilitate problem solving within the grade levels and across content areas. The members of the team include:Carla Rivas, Principal, Sonia Cruz, Assistant Principal, Guidance Counselor, Alma Dean, ESE Specialist, Kelly Callan, Instructional Media, Brandi Givens, Teacher, Madelyn Betancourt-Torres, Teacher, Ana Arias,Teacher Lucy Flores,Teacher Diana Maler, Teacher Denise Green, School Psychologist Susan Glazer.

The team:

- Analyzes assessment data in order to identify instructional needs across all grade levels
- Ensures that intervention support at all grade levels is provided to students in need of assistance
- Reviews data at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier
- Facilitates the implementation of specific programs such as after school tutoring and Saturday tutoring that provide support to students in need of remediation
- Determines the school-wide professional development needs of faculty and staff and arranges training aligned with the SIP goals
- Organizes and supports systematic data collection both formative, ongoing progress monitoring and summative data
- Collects data for the purposes of RTI

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tamya Beasley	Student
Albert Stellmach	Teacher
Brandi Givens	Teacher
Madelyn Betancourt-Torres	Teacher
Michelle Greist	Teacher
Nadine McMillon	Parent
Suzan Clough	Parent
Cindy Medina	Parent
Jessica Steele	Parent
Christopher Croghan	Teacher
Darby DelSalle	Business/Community
Darneisha Kelson	Parent
Jacqueline Russ	Education Support Employee
Sammy Flores	Business/Community
Cintia Serrano	Education Support Employee
Emily Balcells	Teacher
Carla Rivas	Principal
Aidan Markarvich	Student
Edith Santos	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school EESAC uses formative evidence to determine if strategies are moving the school closer to the attainment of our goals. We meet a minimum of 4 times a year to determine what changes need to take place to ensure that students are progressing and making academic gains. We have developed an action plan that includes examining barriers, choosing strategies to address barriers and monitoring for fidelity and effectiveness. Actions plans include staff development and evaluation by administration.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The function of EESAC is to bring together stakeholders and involve them in an authentic role in decisions which affects instruction and the delivery of school programs. Meetings are scheduled on a monthly basis, and recommendation and data findings are shared and discussed. Administration and EESAC Chairperson share goals and strategies with members and requests approval of plan.

Preparation of the school's annual budget and plan

This year EESAC will utilize funds to help pay for the Accelerated Reader and STAR renewal licenses in the amount of \$2632.00 and will transfer \$999.00 to internal funds to purchase students incentives.

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

The EESAC utilized 2,999.00 to be put in internal funds for students incentives. The remaining balance of \$5,853.00 was used to purchased Accelerated Reader and STAR renewal licenses.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Betancourt-Torres, Madelyn	Teacher, K-12
Callan, Kelly	Teacher, ESE
Cruz, Sonia	Assistant Principal
Dean, Alma	Guidance Counselor
Givens, Brandi	Instructional Media
Gonzalez, Martha	Teacher, K-12
Rivas, Carla	Principal
Santos, Edith	Teacher, K-12
Maler, Diana	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The Literacy Leadership team promotes literacy by :

- Engaging in ongoing, literacy professional development
- Participating in Professional Learning Communities and Study Groups
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implementing the core reading program with fidelity
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom demonstrations and modeling
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The school's strategy for encouraging positive working relationships between teachers includes planning schedules that allow for collaborative planning sessions. Grade Level Chairpersons maintain the flow of collaborative activities by helping manage the process involved in collaboration. This is done by

establishing norms and protocols for learning communities. Teachers share knowledge with a certain outcome in mind.

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

Strategies:

- Assigning a mentor to new teachers, Carla Rivas, Principal
- Monitoring and mentoring of pre-service teachers assigned to the school, Sonia Cruz, Assistant Principal
- Providing teachers with adequate support (i.e., professional development), Sonia Cruz, Assistant Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

As part of our commitment to high quality teaching, all newly hired teachers are assigned a mentor by the principal. Mentor teachers help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process.

Planned Mentoring Activities Include:

- Providing opportunities for communication and feedback between the veteran teacher and beginning teacher with a focus on data, classroom management, effective strategies, and best practices
- Providing professional development opportunities for beginning teachers that is responsive to their individual needs
- Providing collaborative planning meetings with the grade level

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses the materials provided by the district to support Florida's standards. Our school creates ongoing opportunities for teachers to review and discuss Florida Standards and to plan the reading and writing curriculum that aligns to the standards. Teacher collaboration serves to enhance teacher understanding of the new standards and how materials can be used to enhance instruction and promote instructional practices.

Instructional Strategies

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

The school uses data on a regular basis to make decisions about literacy instruction in the school. Data is analyzed and an action plan is established. The school ensures every teacher contributes to the literacy improvement of students. Differentiated instruction is provided to struggling students during the 90 minute reading block. In addition, students who are below grade level, receive 30 minutes of daily intervention using the Wonderworks intervention series. Wonderworks intervention is aligned to the whole group instruction. This intervention serves to assist students that are struggling with grade level material. It is a modified version of the whole group instruction that reintroduces, reinforces and supports the same vocabulary and reading content by scaffolding the instruction.

iReady is a computer-based supplemental software that is used to provide differentiated instruction. iReady is designed to pinpoint a student's individual needs down to the sub-skill level. iReady provides ongoing progress monitoring as well as downloadable lessons that may be used to meet individual or small group needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 30

Several initiatives are in place to increase the amount of instructional time for selected students. The amount of time varies from 30 minutes to 1 hour, depending on the option selected.

- Morning Tutoring consists of 30 minutes of intervention focusing on the Reading Plus software program.
- The After School Tutoring/Homework assistance is available to students in the After School Care program free of charge

Strategy Rationale

Students need additional support and time in addition to smaller group setting or one to one instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Cruz, Sonia, soniacruz@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collection is an ongoing process. Starting with i-Ready data for grades K-5, which is analyzed carefully to determine individual learner needs. Ongoing assessments are used to monitor learner growth and determine the direction of the instructional approaches being implemented. That is, the data sources are analyzed to determine if strategies need to be modified, changed, or intensified. Tutors/teachers collect the data, working with the RTI Team to analyze the data and make meaningful decisions.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Preschool to Kindergarten Transition:

- Throughout the year, parents are offered guided tours and are given an opportunity to interact with administrators and counselor and are provided with information about curriculum and services
- An orientation is held prior to the opening of school which allows the parents and students to tour the

school, receive information about the programs available, and meet the teachers in the grade level
•A “Meet and Greet” is scheduled on the Friday before school begins so that students may meet their teachers and visit their classrooms prior to the first day of school

Kindergarten to First Grade transition:

The school holds a parent evening for kindergartens to help parents and students with the transition from Kindergarten to first grade. It is held in the first grade classroom. First grade teachers outline expectations for First grade and how the curriculum addresses the students' developmental needs. Teachers address what families can do to support their child's readiness for first grade. In addition, before the beginning of the transition to first grade, Kindergarten and first grade teachers meet to articulate and discuss students academic progress, behavior and social emotional state.

Grade 5 to Middle School Transition:

The transition from Grade 5 to middle school involves middle school representatives from our feeder pattern coming to the school for orientation and articulation. Students are introduced to each unique aspect of the middle school in the surrounding areas and are encouraged to audition and/or apply for specialized programs. Students are provided with a course selection sheet and a collaboration between student, parent and school is encouraged.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070768

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - White	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
FSA English Language Arts - Achievement	81.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics - Achievement	74.0
Math Gains	79.0
Math Lowest 25% Gains	75.0
CELLA Writing Proficiency	53.0

Resources Available to Support the Goal 2

- Promethean Boards, Wifi Connection, Reading Liaison, Media Specialist, Gizmos, Accelerated Reader, Discovery Learning, iReady, Pacing Guides, Time for Kids

Targeted Barriers to Achieving the Goal 3

- Students have ineffective skills to collaborate and develop their higher order thinking.

Plan to Monitor Progress Toward G1. 8

Administration will analyze district interim throughout the year and FSA data to determine progress towards goal

Person Responsible

Carla Rivas

Schedule

Quarterly, from 11/16/2015 to 6/10/2016

Evidence of Completion

Interim Data/FSA Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070768

G1.B1 Students have ineffective skills to collaborate and develop their higher order thinking. **2**

 B184438

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams and implement higher order questioning strategies through explicit instruction and accountable talk. **4**

 S195947

Strategy Rationale

Increase student achievement

Action Step 1 **5**

Provide professional development on effective collaborative sessions utilizing a framework to implement higher order thinking skills within teacher lessons

Person Responsible

Madelyn Betancourt-Torres

Schedule

On 11/4/2015

Evidence of Completion

Sign In Sheets/Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will conduct walk throughs to monitor the implementation and support the fidelity of higher order thinking strategies in the classroom

Person Responsible

Carla Rivas

Schedule

Biweekly, from 11/4/2015 to 6/10/2016

Evidence of Completion

Lessons/Exit slips/Authentic Student Work Samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Use High order thinking discussions/reflection to implement effective instruction

Person Responsible

Sonia Cruz

Schedule

Monthly, from 11/4/2015 to 6/10/2016

Evidence of Completion

Authentic student work samples/Response Journals/Lessons

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on effective collaborative sessions utilizing a framework to implement higher order thinking skills within teacher lessons	Betancourt-Torres, Madelyn	11/4/2015	Sign In Sheets/Agenda	11/4/2015 one-time
G1.MA1	Administration will analyze district interim throughout the year and FSA data to determine progress towards goal	Rivas, Carla	11/16/2015	Interim Data/FSA Assessments	6/10/2016 quarterly
G1.B1.S1.MA1	Use High order thinking discussions/ reflection to implement effective instruction	Cruz, Sonia	11/4/2015	Authentic student work samples/ Response Journals/Lessons	6/10/2016 monthly
G1.B1.S1.MA1	Administration will conduct walk throughs to monitor the implementation and support the fidelity of higher order thinking strategies in the classroom	Rivas, Carla	11/4/2015	Lessons/Exit slips/Authentic Student Work Samples	6/10/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Students have ineffective skills to collaborate and develop their higher order thinking.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams and implement higher order questioning strategies through explicit instruction and accountable talk.

PD Opportunity 1

Provide professional development on effective collaborative sessions utilizing a framework to implement higher order thinking skills within teacher lessons

Facilitator

Madelyn Betancourt-Torres

Participants

Teachers

Schedule

On 11/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Provide professional development on effective collaborative sessions utilizing a framework to implement higher order thinking skills within teacher lessons				\$2,854.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$2,854.00
			<i>Notes: Funds will be used for the purpose of providing students with Accelerated Reader and STAR Licensing</i>			
					Total:	\$2,854.00