Miami-Dade County Public Schools

Dr. Henry E. Perrine Academy Of The Arts

2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	73%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dr. Henry E. Perrine Academy Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 though our EESAC and PTA. In addition, our school takes great pride in celebrating Black History month and Hispanic Heritage month.

b. 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. As part of the Healthy Alliance initiative, our school supports daily activity for students. We have trained students as safety patrols to assist in ensuring student safety. We also participate in the 5000 Role Models where students are empowered to do the right thing. Our Counselor along with Administration praise students on the morning announcements for doing the right thing and being caught

c. 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.

Dr. Henry E. Perrine Academy of the Arts 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 your 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
* 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

d. 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.

3. 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).

a. 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).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	3	1	3	11	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	2	3	2	4	5	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	7	10	10	31	19	31	0	0	0	0	0	0	0	108

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	3	2	3	10	19	0	0	0	0	0	0	0	39

c. 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 ELL Reading/Writing and Mathematics.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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.

2. 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 2015-2016 Challenge Award, as well as received 2nd place in the Educator Fairchild Design Challenge for the previous 3 school years (2013-2014, 2014-2015, 2015-2016) . 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 electronic devices.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Cruz, Sonia	Assistant Principal
Glazer, Susan	Psychologist
Rehkamp, William	School Counselor
Balcells, Emily	Teacher, K-12
Leveille-Brown, Barbara	Principal
Maler, Diana	Teacher, K-12
Flores, Lucy	Teacher, K-12
Arias, Ana	Teacher, K-12
Greist, Michelle	Teacher, K-12
Callan, Kelly	Teacher, ESE

b. Duties

1. 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, Sonia Cruz, of the RTI Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. 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, 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

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Alyssa Mederos	Student
Albert Stellmach	Teacher
Madelyn Betancourt-Torres	Teacher
Michelle Greist	Teacher
Nadine McMillon	Parent
Christopher Croghan	Teacher
Darby DelSalle	Business/Community
Sammy Flores	Business/Community
Emily Balcells	Teacher
Carla Rivas	Principal
Edith Santos	Teacher
Mandy Meyers	Teacher
Shauntel Frater	Education Support Employee
Lissette Welbaum	Education Support Employee
Maria Gil-Castillo	Parent
Jacqueline Mas	Parent
Karina Urraca	Parent
Geraldine Lamoglia	Parent
Alexandra Lopez	Student
Mitchell Torres	Student

b. Duties

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

a. 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.

b. 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.

c. 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 and the remainder will be given to internal funds to purchase students incentives.

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

The EESAC utilized $2,632.00 to help pay for the Accelerated Reader and STAR renewal licenses and $999.00 to internal funds to purchase student incentives.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Balcells, Emily	Teacher, K-12
Callan, Kelly	Teacher, ESE
Cruz, Sonia	Assistant Principal
Rehkamp, William	School Counselor
Leveille-Brown, Barbara	Principal
Santos, Edith	Teacher, K-12
Maler, Diana	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. 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).

1. 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.

2. 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

3. 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

•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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G088111

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 ELA 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

Targeted Barriers to Achieving the Goal 3

- Students have ineffective skills in the Integration of Knowledge and Ideas as indicated on the 2015-2016 FSA ELA Results.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Administration will analyze i-Ready data throughout the year and FSA data to determine progress towards goal

Person Responsible
Barbara Leveille-Brown

Schedule
Quarterly, from 11/8/2016 to 6/8/2017

Evidence of Completion
I-Ready Data/FSA Assessments/Student Interactive Writing Journals

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

🔍 G088111

G1.B1 Students have ineffective skills in the Integration of Knowledge and Ideas as indicated on the 2015-2016 FSA ELA Results. 2

🔍 B234285

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to emphasize the Integration of Knowledge and Ideas in a variety of formats. 4

🔍 S247055

Strategy Rationale

Increase student achievement.

Action Step 1 5

Provide professional development on integrating strategic thinking and complex reasoning skills in order to effectively increase the Integration of Knowledge and Ideas.

Person Responsible

Sonia Cruz

Schedule

On 11/8/2016

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 the Integration of Knowledge and Ideas

Person Responsible

Barbara Leveille-Brown

Schedule

Biweekly, from 11/9/2016 to 6/8/2017

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

G1.B1.S2 Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. 4

🔑 S247056

Strategy Rationale

Increase Strategic Thinking and Complex Reasoning.

Action Step 1 5

Implement collaborative conversations to encourage the exchange of ideas to enhance the analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g, graphic novel, multimedia presentation of fiction, folktale, myth, or poem).

Person Responsible

Sonia Cruz

Schedule

On 11/8/2016

Evidence of Completion

Sign In Sheet/Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Using the skills provided, teachers will demonstrate evidence of implementation through explicit instruction

Person Responsible

Emily Balcells

Schedule

On 11/19/2014

Evidence of Completion

Lessons/Exit Slips/Authentic Student Work Samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

By utilizing best practices and sharing activities, teachers will increase their instruction of the Integration of Knowledge and Ideas and students will demonstrate their knowledge as evidenced by Response Journals/Writing Notebook.

Person Responsible

Sonia Cruz

Schedule

Biweekly, from 11/22/2016 to 6/8/2017

Evidence of Completion

Response Journals/Writing Notebook

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.MA1 🔍 M334509	Using the skills provided, teachers will demonstrate evidence of implementation through explicit...	Balcells, Emily	11/19/2014	Lessons/Exit Slips/Authentic Student Work Samples	11/19/2014 one-time
G1.B1.S1.MA1 🔍 M334506	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.A1 🔍 A321394	Provide professional development on integrating strategic thinking and complex reasoning skills in...	Cruz, Sonia	11/8/2016	Sign In Sheets/Agenda	11/8/2016 one-time
G1.B1.S2.A1 🔍 A321395	Implement collaborative conversations to encourage the exchange of ideas to enhance the analysis of...	Cruz, Sonia	11/8/2016	Sign In Sheet/Agenda	11/8/2016 one-time
G1.MA1 🔍 M334512	Administration will analyze i-Ready data throughout the year and FSA data to determine progress...	Leveille-Brown, Barbara	11/8/2016	I-Ready Data/FSA Assessments/ Student Interactive Writing Journals	6/8/2017 quarterly
G1.B1.S1.MA1 🔍 M334507	Administration will conduct walk throughs to monitor the implementation and support the fidelity of...	Leveille-Brown, Barbara	11/9/2016	Lessons/Exit slips/Authentic Student Work Samples	6/8/2017 biweekly
G1.B1.S2.MA1 🔍 M334508	By utilizing best practices and sharing activities, teachers will increase their instruction of the...	Cruz, Sonia	11/22/2016	Response Journals/Writing Notebook	6/8/2017 biweekly

V. 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 in the Integration of Knowledge and Ideas as indicated on the 2015-2016 FSA ELA Results.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to emphasize the Integration of Knowledge and Ideas in a variety of formats.

PD Opportunity 1

Provide professional development on integrating strategic thinking and complex reasoning skills in order to effectively increase the Integration of Knowledge and Ideas.

Facilitator

Diane Maler, Edith Santos, Mandy Gustin, Martha Mederos and Madelyn Betancourt and Yoelsys Betancourt

Participants

Teachers

Schedule

On 11/8/2016

G1.B1.S2 Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

PD Opportunity 1

Implement collaborative conversations to encourage the exchange of ideas to enhance the analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g, graphic novel, multimedia presentation of fiction, folktale, myth, or poem).

Facilitator

Martha Mederos

Participants

Teachers

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

		VII. Budget				
1	G1.B1.S1.A1	**Provide professional development on integrating strategic thinking and complex reasoning skills in order to effectively increase the Integration of Knowledge and Ideas.**				**$2,854.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$2,854.00
			Notes: Funds will be used for the purpose of providing students with Accelerated Reader and STAR Licensing			
2	G1.B1.S2.A1	**Implement collaborative conversations to encourage the exchange of ideas to enhance the analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g, graphic novel, multimedia presentation of fiction, folktale, myth, or poem).**				**$0.00**
					Total:	**$2,854.00**