

Miami-Dade County Public Schools

# Dr. Henry E. Perrine Academy Of The Arts



2021-22 Schoolwide Improvement Plan

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# Dr. Henry E. Perrine Academy Of The Arts

8851 SW 168TH ST, Palmetto Bay, FL 33157

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

## Demographics

Principal: Barbara Leveille Brown J

Start Date for this Principal: 7/21/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: A (65%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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## Dr. Henry E. Perrine Academy Of The Arts

8851 SW 168TH ST, Palmetto Bay, FL 33157

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	74%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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## Part I: School Information

### 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.

#### **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. All stakeholders are committed to continuing to increase the pride, respect, integrity and commitment to excellence.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Leveille-Brown, Barbara	Principal	The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Principal will facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
Cruz, Sonia	Assistant Principal	The Assistant Principal's role is to assist the Principal in monitoring and overseeing all the school's initiatives and respond to concerns with morale by assisting in planning Team-building and morale boosting activities. The Assistant Principal will assist in facilitating regular Rtl meetings and ELL meetings. The Assistant Principal will meet with team members, ensure follow up of action steps, and allocate resources. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner.
Arias, Ana	Other	The Science Liaison's assists in providing teachers with strategies and professional development in the area of Science.
Flores, Lucy	Other	The Math Liaison assists in providing teachers with strategies and professional development in the area of Mathematics.
Maler, Diana	Other	The ELA Liaison assists in training teachers in the area of technology integration throughout different subject areas related to ELA such as i-Ready.
Callan, Kelly	Other	The MTSS Coordinator monitors and provides support to students and parents and facilitates the development of the student's IEP. The MTSS Coordinator participates in collecting, interpreting and analyzing data. In addition, facilitates in the development of intervention plans and the monitoring of intervention.
Rehkamp, William	School Counselor	The Guidance Counselor provides appropriate mental health services to students and their families as well as referral services.
Santos, Edith	Other	The Digital Innovator shares best practices and provides professional development in the areas of learning technology and Reading/Language Arts.
Mederos, Martha	Other	The New Teacher Mentor mentors new teachers and assists with providing them with best practices and strategies. As well as, provides professional development in the area of Reading/Language Arts.
Balcells, Emily	Other	The PD Liaison proposes and instructs professional development opportunities for teachers based on assessed needs.



**Demographic Information**

**Principal start date**

Wednesday 7/21/2021, Barbara Leveille Brown J

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

562

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	50	83	130	120	114	0	0	0	0	0	0	0	543
Attendance below 90 percent	6	12	14	20	16	9	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	6	4	7	0	0	0	0	0	0	0	21
Course failure in Math	0	1	2	2	5	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	4	28	37	14	18	0	0	0	0	0	0	0	102

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	3	3	10	5	11	0	0	0	0	0	0	0	35

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	5	3	4	10	5	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	7	1	0	0	0	0	0	0	0	0	8

**Date this data was collected or last updated**

Tuesday 7/20/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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	
Number of students enrolled	60	91	107	125	126	116	0	0	0	0	0	0	0	625
Attendance below 90 percent	13	16	17	15	14	12	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	6	4	11	4	0	0	0	0	0	0	0	26
Course failure in Math	0	1	3	3	14	11	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	4	13	16	13	0	0	0	0	0	0	0	52

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	4	17	5	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	8	1	1	0	0	0	0	0	0	0	10

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	66%	62%	56%
ELA Learning Gains				68%	62%	58%	62%	62%	55%
ELA Lowest 25th Percentile				58%	58%	53%	54%	59%	48%
Math Achievement				63%	69%	63%	67%	69%	62%
Math Learning Gains				66%	66%	62%	74%	64%	59%
Math Lowest 25th Percentile				47%	55%	51%	65%	55%	47%
Science Achievement				59%	55%	53%	67%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	60%	10%	58%	12%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-70%				
05	2021					
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	67%	-8%	62%	-3%
Cohort Comparison						
04	2021					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-59%				
05	2021					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	53%	4%	53%	4%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

We used the AP1-AP3 i-Ready Reading and Mathematics data along with the Science Mid-Year Test to compile the below data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.7	61.6	67.1
	Economically Disadvantaged	47.3	50.0	59.3
	Students With Disabilities	0	0	0
	English Language Learners	40.0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.7	50.7	59.5
	Economically Disadvantaged	20.4	40.7	45.5
	Students With Disabilities	0	0	0
	English Language Learners	20.0	20.0	20.0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.9	57.9	73.7
	Economically Disadvantaged	40.9	49.3	65.7
	Students With Disabilities	16.7	8.3	8.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.2	58.5	63.8
	Economically Disadvantaged	32.3	51.5	55.2
	Students With Disabilities	20.0	16.7	16.7
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.6	67.3	81.4
	Economically Disadvantaged	48.1	61.3	75.0
	Students With Disabilities	12.5	31.3	50.0
	English Language Learners	0	0	68.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.0	40.7	69.0
	Economically Disadvantaged	23.8	30.0	61.3
	Students With Disabilities	0	0	43.8
	English Language Learners	0	0	75.0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.0	65.5	62.9
	Economically Disadvantaged	40.5	57.3	53.9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.7	56.9	71.6
	Economically Disadvantaged	21.4	51.7	67.4
	Students With Disabilities	0	0	0
	English Language Learners	0	58.3	66.7

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.0	58.8	67.7
	Economically Disadvantaged	42.5	53.4	63.0
	Students With Disabilities	0	0	50.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.2	52.0	72.6
	Economically Disadvantaged	35.6	43.8	65.8
	Students With Disabilities	0	0	58.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	16.8	0
	Economically Disadvantaged	0	13.0	0
	Students With Disabilities	0	18.0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	45		21	58		45				
ELL	53	64		60	63		52				
ASN	92			83							
BLK	52	30		41	30	10	39				
HSP	70	67	56	61	61	50	56				
WHT	75			75							
FRL	57	52	38	48	46	32	46				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	45	38	29	50	56	17				
ELL	68	65	60	62	64	41	54				
BLK	48	61	61	47	53	39	33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	73	70	57	65	67	51	63				
WHT	79	74		82	87		85				
FRL	62	66	57	57	62	43	51				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	66	74	31	66	75	67				
ELL	58	64	64	59	67	69	53				
ASN	100			100							
BLK	45	54	44	47	65	52	44				
HSP	71	62	65	71	76	75	76				
WHT	84	60		88	85						
FRL	63	62	55	63	74	65	65				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	



<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
<b>White Students</b>	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The ELA Learning Gains was 62% compared to 65% in 2018, a decrease of 3 percentage points. The ELA Learning gains for the Lowest 25% (L25) was 54%, compared to 42% in 2018, an increase of 12 percentage points.

The Mathematics Learning Gains was 62% compared to 65% in 2018, a decrease of 3 percentage points. The overall Mathematics Learning gains for the L25 was 54%, compared to 42% in 2018, an increase of 12 percentage points.

For students with disabilities (SWD), 17% of students met Science proficiency on the 2019 Science Assessment. Within the L25 subgroup on the 2019 Mathematics FSA, 39% of Black students made learning gains; Black students represented the lowest subgroup achievement.

2021 data findings:

The overall ELA Learning Gains was 59% compared to 62% in 2019, a decrease of 3 percentage points. The overall ELA Learning gains for the L25 was 42%, compared to 54% in 2019, a decrease of 12 percentage points.

The overall Mathematics Learning Gains was 54% compared to 74% in 2019, a decrease of 20 percentage points. The overall Mathematics Learning gains for the L25 was 36%, compared to 65% in 2019, a decrease of 29 percentage points.

For students with disabilities (SWD), 17% of students met Science proficiency on the 2019 Science Assessment; whereas 13% of SWD met Science proficiency in 2021, representing a decrease of four percentage points.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the comparison between the 2019 and 2021 state assessments, the areas that demonstrate the greatest need for improvement are English Language Arts and Mathematics for students across the grade levels and Science within the students with disabilities (SWD) subgroup.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the contributing factors that are needed for improvement are fidelity to the teaching of non-fiction and informational text as well as hands on learning opportunities for ELA, Mathematics and Science. With the advent of in person schooling, we hope to implement the use of non-fiction and informational text to improve student achievement in the areas of Reading and Science. An implementation of school-wide Science Baseline assessments will also be utilized for data driven instruction. Vertical and horizontal planning is another action needed to be taken to address a need for improvement.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Among the lowest 25% subgroups, Black students made the highest learning gains from 44% in 2018 to 61% on the 2019 ELA FSA showing the most improvement.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The ELA Intervention, which targeted subgroups, occurred with fidelity. In addition, faculty planned collaboratively and attended targeted monthly professional developments in the following areas: Culturally and Collaboratively Teaching, Utilizing Digital Tools in the Classroom, and Developing Teacher Efficacy.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning the following strategies will be needed to implement learning: Targeted Subgroup ELA Intervention, collaborative planning and targeted monthly professional development.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the contributing factors and strategies already identified, some of the professional development opportunities that will be provided at the school to support teachers and leaders will focus on building teacher capacity, collective teacher efficacy, and digital competence, as well as ELA intervention training, addressing social emotional needs, and hands-on Mathematics and Science instructional strategies.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that Dr. Henry E. Perrine Academy of the Arts will be implementing to ensure sustainability of improvement in the next year and beyond include providing computer laboratory hours before and after school and reaching out to community partners for resources and funding, especially within the area of Science.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that 44% of our students had 11 or more absences. We recognize the need to tailor our attendance initiatives and improve our efforts in making connections with families and the community to ensure attendance is consistent.

**Measurable Outcome:** If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points by June 2022.

**Monitoring:** The Leadership Team will work to connect with families who struggle with attendance and identify the cause for absences and create a plan of action to ensure students are able to be present daily. The faculty and staff will mentor individual students who have consistent truancy and connect with them bi-weekly to encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the Leadership Team on a weekly basis with emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

**Person responsible for monitoring outcome:** Barbara Leveille-Brown (pr4381@dadeschools.net)

**Evidence-based Strategy:** Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Rationale for Evidence-based Strategy:** Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**Action Steps to Implement**

8/31-10/11  
Administration and Counselor will monitor daily attendance bulletin. Attendance letters will be sent to parents indicating that the child has excessive absences and/or tardies. A school messenger alert will be sent indicating each time the student is absent. As a result, we expect a positive impact on student attendance with increased parent contact.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

8/31-10/11  
Attendance Review Committee (ARC) will meet once a month to discuss truancy cases. ARC will host monthly celebrations to acknowledge students with demonstrated attendance improvement. As a result, we expect to see a positive impact on student attendance.

**Person Responsible** William Rehkamp (324405@dadeschools.net)

8/31-10/11

Notice of meetings will be sent home with identified students, and home visits will be conducted. As a result of taking the extra steps to make parent contact, we expect to see a decrease on student absences.

**Person Responsible** William Rehkamp (324405@dadeschools.net)

8/31-10/11

Students with perfect attendance and improved attendance will be recognized on the morning announcements. As a result of taking the extra steps to recognize student attendance, we expect to see a decrease with student absences.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

11/1-12/17

Administration will present on the morning announcements the new Attendance Initiatives and Rewards. As a result, student attendance will be expected to increase.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

11/1-12/17

The top class with the best perfect attendance for the month will earn a pizza party with a member of the Leadership Team. As a result, the rate of daily class 100% attendance is expected to increase.

**Person Responsible** William Rehkamp (324405@dadeschools.net)

1/31- 4/29

The top class with the best perfect attendance for the month will be announced on the morning announcements and will house the Best Attendance Trophy. As a result, we expect to increase class motivation to improve attendance.

**Person Responsible** William Rehkamp (324405@dadeschools.net)

1/31- 4/29

A Perfect Attendance Tracker will be displayed in the Cafeteria in order for classes to track their placement in the Classroom Perfect Attendance Challenge. As a result, we expect student absences to decrease.

**Person Responsible** William Rehkamp (324405@dadeschools.net)

**#2. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale:**

Based on qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Eight percent of the Instructional Staff in the building did not feel that they were involved in the decision-making process. Therefore, we want to increase and develop teacher leaders by involving them in school-wide decision making and initiatives. This would ensure that they are informed and feel as though they have ownership in the school vision. By involving them in school-wide initiatives and affording them the opportunity to further their professional growth, student success will be positively impacted.

**Measurable Outcome:**

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to be involved in the school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, sharing ideas, and offering ideas to solve issues at hand. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

**Monitoring:**

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. If we involve teachers, we hope to create an environment of a shared vision and leadership. This initiative will be evident by an increase in teacher leaders providing guidance and support in various ways. To ensure we are meeting our goal, teachers who receive support will share what they learned during grade level meetings.

**Person responsible for monitoring outcome:**

Sonia Cruz (soniacruz@dadeschools.net)

**Evidence-based Strategy:**

Empowering Others involves providing stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles.

**Rationale for Evidence-based Strategy:**

Involving the Faculty will assist in showcasing the talents of teachers within the building in order to carry out the vision, the mission, and problem solve. Throughout this process, the Leadership Team will solicit buy in to ensured that there is a shared vision carried out throughout the school.

**Action Steps to Implement**

8/31- 10/11

Faculty will elect teacher leaders for representation on the EESAC during the first faculty meeting of the year to ensure shared school-based decision-making. As a result of having teacher leaders in EESAC, teacher representatives will take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students.

**Person Responsible**

Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31- 10/11

During Leadership Team meetings, the principal empowers the Leadership Team to make contributions to the school vision on a daily basis in order to ensure shared leadership. As a result, teacher leaders will assist Administration in contributing their input in school initiatives and activities to meet the needs of all stakeholders.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31- 10/11

Administration will facilitate professional development on Building Teacher Capacity and Best Practices on a monthly basis. As a result, teacher leaders will be contributing towards meeting the needs of all students.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31- 10/11

Administration will facilitate professional development on Culturally Responsive Teaching on a monthly basis. Culturally Responsive Teaching will promote the success of all students equally which should increase making students feel welcomed and safe at school.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

11/1-12/17

Teachers will implement the use of a schedule of key personnel/contact persons for special projects, activities, and school based learning objectives as well as provide support for colleagues that are new to technology platforms. As a result of implementing a plan whereby staff have designated leadership roles within the grade level and school wide, the list of assigned personnel, along with schedule of activities/ monthly calendar will serve as the documentation that the implementation step has been fully executed.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

11/1-12/17

The administrative team will review the monthly calendar of activities and grade level minutes to ensure that teachers continue to take on leadership roles within their grade level and school wide. As a result, peer collaboration and mentoring should be evident through meeting minutes as grade levels work to provide supportive environments for all educators. The grade level meeting minutes and monthly activity calendar will serve as evidence that the implementation step has been fully executed.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

1/31- 4/29

Teachers will meet with Administration and assume a leadership role in creating student interest-based "Clubs" that will be meeting on Wednesdays. As a result of implementing student interest-based clubs, we hope to increase both the recruitment and sustainability of students at our school.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

1/31- 4/29

The school leadership team will continue to showcase and model highlights of the Framework of Effective School Culture during faculty meetings, as well as provide opportunities for exemplar teachers to share best practices.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

### #3. Instructional Practice specifically relating to Differentiation

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Differentiated Instruction (DI). We selected differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. The learning gains for the L25 in ELA decreased from 54 percentage points in 2019 to 42 percentage points in 2021. The learning gains for the L25 in Mathematics decreased from 65 percentage points in 2019 to 36 percentage points in 2021. We were not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the diverse student needs we serve. We will provide scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.

**Measurable Outcome:** If we successfully implement Differentiated Instruction, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:** Administration will conduct Walkthroughs on a weekly basis to ensure that lesson plans show evidence of planning for differentiated instruction. Administration will conduct quarterly data chats, and grade levels will hold weekly planning sessions. Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans and instructional delivery as new data becomes available.

**Person responsible for monitoring outcome:** Barbara Leveille-Brown (pr4381@dadeschools.net)

**Evidence-based Strategy:** Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**Rationale for Evidence-based Strategy:** Data-Driven Instruction will ensure that teachers are using current, relevant and aligned data to plan lessons that are customized to student needs. Teachers will be continuously making adjustments to meet the students' instructional needs as new data becomes available.

#### Action Steps to Implement

8/31-10/11  
Administration will disaggregate I-Ready AP1 Diagnostic results with grade level teachers. Teachers will utilize I-Ready AP1 Diagnostics Results to create DI groups. As a result, teachers will be provided with a data-driven instruction best practice.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

8/31-10/11  
Administration will conduct classroom walkthrough to identify best practices. As a result, we expect to see data-driven instruction through student work samples.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)



8/31-10/11

Administration will facilitate quarterly data chats to discuss student goals and DI strategies that will be implemented within core instruction. As a result of consistent data chat meetings, we expect to see a steady increase in student achievement and differentiated instruction taking place in a highly focused manner.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31-10/11

Administration will meet with special area teachers on a quarterly basis to share data and to discuss ways in which they can incorporate, align or support grade level expectations. As a result of consistent meetings with Special Area teachers, we expect to see a steady increase in student achievement and differentiated instruction taking place in a highly focused manner in both core area classrooms as well as in Special Area classrooms.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

11/1-12/17

Grade level/department chairpersons will share best practices for Differentiated Instruction (DI) at monthly PD/Faculty meetings. As a result, teachers will be able to share best practices in order to plan for effective differentiated instruction.

**Person Responsible** Emily Balcells (ebalcells@dadeschools.net)

11/1-12/17

Grade level/Department Chairpersons will create a bank of Differentiated Instruction (DI) best practices on the schoolwide Padlet and/or Teams page. As a result, teachers will have student groups, appropriate resources, and student work samples that reflect DI.

**Person Responsible** Edith Santos (edsantos@dadeschools.net)

1/31- 4/29

Data chats will be conducted with fidelity between administrators, teachers, and students. i.e. Administrators will continue to conduct data chats with teachers based on AP2 i-Ready data, topic assessments, and portfolios. Teachers will continue to conduct data chats with students to sustain positive goal setting.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

1/31- 4/29

Provide grade level/departmental support through professional development/collaboration titled " The Power of Power BI" to assist with the interpretation of data, and assist in the implementation of targeted lessons to remediate and enrich.

**Person Responsible** Martha Mederos (mbmederos@dadeschools.net)

**#4. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of standards based planning. We selected standards based planning due to our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. The learning gains for the L25 in ELA decreased from 54 percentage points in 2019 to 42 percentage points in 2021. The learning gains for the L25 in Mathematics decreased from 65 percentage points in 2019 to 36 percentage points in 2021. We selected standards based planning based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. The learning gains for the L25 in ELA decreased from 54 percentage points in 2019 to 42 percentage points in 2021. The FSA data indicates a continuous need for improvement in the Integration of Knowledge and Ideas in a variety of format in order to increase student achievement.

**Measurable Outcome:**

If we successfully implement Collaborative Planning, then our L25 students will increase by a minimum of 2 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:**

Teacher leaders will facilitate weekly Collaborative Planning Sessions and Administration will participate. Administration will conduct quarterly data chats. Administration will review lesson plans for evidence of standards based instruction to ensure all students are being exposed to grade level text. Teacher and student data chats will be held and data will be analyzed during grade level meetings to ensure students are demonstrating measurable growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing measurable growth on assessments.

**Person responsible for monitoring outcome:**

Barbara Leveille-Brown (pr4381@dadeschools.net)

**Evidence-based Strategy:**

Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

**Rationale for Evidence-based Strategy:**

Standards based planning will ensure that teachers are providing students with grade level practice with the standards and are adjusting instruction based on the needs of the students. Teachers will continually assess and make adjustments to their instruction as new data becomes available.

**Action Steps to Implement**

8/31-10/11

Administration will formulate a schedule and communicate the importance of standard based instruction and the implication of using standard based instruction. As a result, evidence of standards based instruction should be seen on lesson plans.

**Person Responsible**

Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31-10/11

Collaborative planning norms and expectations will be developed. Teacher Leaders will be identified and in all grade levels to facilitate common planning in order to accommodate the needs of all learners. As a result of the strategic grade level planning, we should see improvement in student achievement.

**Person Responsible**

Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31-10/11

The Teacher Leaders and Administration will present Achievement Level Descriptors (ALD) to align with core curriculum and grade level expectations during facilitated Collaborative Planning Meetings. As a result of the presentation, grade levels will utilize ALD's during Collaborative Planning as evidenced by daily lesson plans.

**Person Responsible** Barbara Leveille-Brown (pr4381@dadeschools.net)

8/31-10/11

Identify subgroups during Standards-Based Collaborative Planning to disaggregate i-Ready AP1 data, then identify ability level instruction/DI and on grade level standards based instruction. As a result, we should see improvement in student achievement based on increased teacher efficacy and collaboration.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

11/1-12/17

Support teachers by providing on-going professional development in the process of basing instructional decisions, including groupings and differentiated instruction, on data collected from i-Ready Diagnostics, Weekly and Bi-Weekly ELA Assessments and Math Topic Assessments during grade level collaborative conversation sessions. As a result, teachers will be able to share knowledge gained with students and administration during data chats.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

11/1-12/17

During collaborative planning, teachers will review data provided through Performance Matters and i-Ready to target the lowest-performing standards. As a result, teachers will develop targeted instruction to improve student achievement.

**Person Responsible** Sonia Cruz (soniacruz@dadeschools.net)

1/31- 4/29

Teachers in grades k-2 will review bi-weekly assessment data provided through Performance Matters and plan with the end in mind. The teachers will take a deeper dive into the B.E.S.T. handbook to guide instruction.

**Person Responsible** Edith Santos (edsantos@dadeschools.net)

1/31- 4/29

Teachers in grades 3-5 will review bi-weekly assessment data provided through Performance Matters and plan with the end in mind. They will also utilize planning cards and sample response mechanisms to include collaborative conversations and deeper engagement.

**Person Responsible** Diana Maler (dmaler@dadeschools.net)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the discipline data comparison provided by the state for the 2019-2020 school year, our school showed a consistently low incidence of disciplinary issues compared to the state. Our school had 0% drug/public order incidents compared to 2.48% in the state. Our rating for property incidents was 0% compared to 1.01% in the state. The school also had a 0.31% of violent incidents compared to the 37.58% state range. In support of our commitment to the emotional and social well being of our students, the school is involved in various character education initiatives. Student disciplinary issues will be monitored through the Student Case Management Referral Reports.**

**The Counselor will be utilizing proactive counseling methods and the Leadership Team along with the Safety Committee will be meeting on a quarterly basis to review disciplinary data. The Counselor will be conducting Character Lessons and monitoring students at risk through counseling sessions, School Support Team Meetings and Student Case Management records.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students and Staff are supported through mentorship programs and our Peer Power Program. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through the Perrine Web Page, School Calendar, Teams page for staff, and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale-boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>	<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: Instructional Practice: Differentiation</b>	<b>\$0.00</b>
4	III.A.	<b>Areas of Focus: Instructional Practice: Collaborative Planning</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>