Miami-Dade County Public Schools

Dr. Henry E. Perrine Academy Of The Arts

2022-23 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: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: A (66%) 2018-19: B (61%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 RtI 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 RtI 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.
Maler, Diana	Other	The Science Liaison assists in providing teachers with strategies and professional development in the area of Science.
Mederos , Martha	Other	The PD Liaison proposes and instructs professional development opportunities for teachers based on assessed needs.
Arias, Ana	Other	The Digital Innovator shares best practices and provides professional development in the areas of learning technology and Reading/Language Arts.
Santos, Edith	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.
Rehkamp, William	School Counselor	The Guidance Counselor provides appropriate mental health services to students and their families as well as referral services.
Gordon, Geraldine	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.

Demographic Information

Principal start date
Wednesday 7/14/2021, Barbara Leveille Brown J

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

551

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	75	73	104	130	119	0	0	0	0	0	0	0	567
Attendance below 90 percent	0	9	13	7	17	10	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	6	12	10	4	0	0	0	0	0	0	0	37
Course failure in Math	0	1	3	5	8	15	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	21	17	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	26	21	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	5	7	16	25	18	0	0	0	0	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level who have 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	0	5	6	13	21	18	0	0	0	0	0	0	0	63

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	6	11	3	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/11/2022

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	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		
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

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	67	62	85	136	123	113	0	0	0	0	0	0	0	586
Attendance below 90 percent	8	11	8	16	12	1	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	6	19	6	1	0	0	0	0	0	0	0	37
Course failure in Math	0	1	2	9	17	8	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	29	19	10	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	25	15	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	6	9	33	21	13	0	0	0	0	0	0	0	82

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	0	5	7	30	21	9	0	0	0	0	0	0	0	72

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	0	5	5	12	2	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	62%	56%				68%	62%	57%
ELA Learning Gains	68%						68%	62%	58%
ELA Lowest 25th Percentile	57%						58%	58%	53%
Math Achievement	65%	58%	50%				63%	69%	63%
Math Learning Gains	77%						66%	66%	62%
Math Lowest 25th Percentile	70%						47%	55%	51%
Science Achievement	59%	64%	59%				59%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	60%	10%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-70%				
05	2022					
	2019	70%	60%	10%	56%	14%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	67%	-8%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-59%				
05	2022					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	53%	4%	53%	4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	46	47	20	58	50					
ELL	56	59	63	65	80	75	35				
ASN	82			100							
BLK	47	65	56	47	70	68	59				
HSP	72	68	52	69	76	65	54				
WHT	76	79		86	89		70				
FRL	60	66	57	58	76	69	52				
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				
HSP	73	70	57	65	67	51	63				
WHT	79	74		82	87		85				
FRL	62	66	57	57	62	43	51				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2021 data findings:
ELA Achievement showed 66% of students were at or above proficiency.
ELA Learning Gains showed that 59% of students made learning gains.
ELA L25 Learning Gains showed that 42% of L25 students made learning gains.
Math Achievement showed that 57% of students were at or above proficiency.
Math Learning Gains showed that 54% of students made learning gains.
Math L25 Learning Gains showed that 36% of L25 students made learning gains.
Science Achievement showed that 55% of students were at or above proficiency.

2022 data findings:
ELA Achievement showed 65% of students were at or above proficiency.
ELA Learning Gains showed that 68% of students made learning gains.
ELA L25 Learning Gains showed that 57% of L25 students made learning gains.
Math Achievement showed that 65% of students were at or above proficiency.
Math Learning Gains showed that 77% of students made learning gains.
Math L25 Learning Gains showed that 70% of L25 students made learning gains.
Science Achievement showed that 59% of students were at or above proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While we experienced a substantial increase in both Mathematics learning gains, from 54% in 2020-2021 to 77% in 2021-2022 and ELA learning gains from 54% in 2020-2021 to 77% in 2021-2022, we experienced a slight decrease of 1% in ELA achievement and only experienced a slight increase in Mathematics achievement of 8%. Additionally, Science achievement increased slightly by 4%. These

findings indicate that we must provide a heavier focus on proficiency achievement and retention in both ELA and Mathematics. We also must focus on Science achievement to continue to increase proficiency rates.

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

The most likely contributing factor to this need for improvement is because we placed a heavy focus on learning gains, as the drastic decrease in the previous year warranted it. Placing focus on learning gains drew a focus to "bubble" students and L25 students, which in turn, pulled some focus away from high performing students. In the 2022-2023 school year, we will switch our focus somewhat, while still including "bubble" students and L25 students, to increasing proficiency and making learning gains in higher level students through enrichment opportunities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

By far, our greatest area of improvement was Mathematics learning gains and Mathematics L25 learning gains. Overall Mathematics learning gains increased by 23 percentage points and Mathematics L25 learning gains increased by 34 percentage points.

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

The most important contributing factors were consistent intervention and use of data to guide instruction, re-teach lessons, and differentiated instruction. Mathematics data was disaggregated and reviewed thoroughly with mathematics teachers. We not only informed teachers of "bubble" students and L25 students, but we also reviewed every students' data and exact level and points needed for a learning gain. An instructional focus calendar was also developed and shared. Furthermore, we revisited assessment data several times throughout the school year with the teachers and provided instructional resources and materials to meet the needs of the targeted students. A notable increase in parental involvement also contributed to the improvement.

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

In order to accelerate learning and increase proficiency, we will utilize checks for understanding and accountable talk strategies. We will also utilize differentiated instruction, standards-aligned instruction, standards-based collaborative planning, data-driven instruction and decision-making, extended learning opportunities, and effective curriculum and resource utilization.

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.

The Professional Learning Support Team (PLST) will work collaboratively to create professional development sessions on how to access various data reports, organize the data, and use the data to drive instruction. This will facilitate teachers in creating fluid differentiated instruction groups, and use the data to re-teach lessons as needed. The PLST will provide professional developments pertaining to growth mindset and Response to Intervention (RtI), Positive Behavioral Interventions and Support (P.B.I.S)., and digital tools to support and improve instruction. Teachers will attend professional development on the new B.E.S.T. Standards and newly adopted interventions. Selected individuals will attend Instructional Coaches Academy (ICADS) for Mathematics, Science and Reading/ELA and will disseminate information with teachers. Professional development opportunities will take place during non-opt professional development days as well as after school.

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

The administrative and PLST teams will work collaboratively to provide specific professional development that addresses the needs identified by the teachers via the PD survey for implementing differentiated instruction and standards-aligned instruction. We will also implement data driven whole group and differentiated instruction, collaborative planning with colleagues, interventions, peer observations, ongoing progress monitoring, student-centered learning, and quarterly student and teacher data chats with a member of the leadership team.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the ESSA Subgroup FSA/ELA data from the state, the students with disabilities subgroup scored at 40% which is 1 percentage point away from the required 41% passing rate. This is the second consecutive year in which the students with disabilities subgroup does not meet its goal of passing rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation instruction, an additional 2% of the students with disabilities subgroup will score at proficiency on i-Ready diagnostic (AP3), by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The assistant principal will work closely with the general education teacher to analyze students' progress in ELA utilizing the data trackers on a bi-monthly basis.
Person responsible for monitoring outcome:	Sonia Cruz (soniacruz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement Differentiated Instruction (D.I.) utilizing various digital tools such as immersive readers, skill-based small groups and mini-lessons throughout the grades to support all learners.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to the 2021-2022 FSA/ELA data, the students with disabilities subgroup have not achieved adequate proficiency levels for the past two consecutive years. By implementing D.I. strategies, students with disabilities will attain a proficiency level of 41% or above.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31-September 26
Administration will desegregate i-Ready Reading and STAR data with general education teachers and SPED Teachers that work with identified subgroup. As a result, teachers will be empowered with data and be able to provide support based on students' needs.

Person Responsible	Sonia Cruz (soniacruz@dadeschools.net)

August 31-September 30
Administration and teachers will create a DI Framework to implement DI. As a result, teachers will use the framework with fidelity to support students.

Person Responsible	Sonia Cruz (soniacruz@dadeschools.net)

August 31-September 30
Teachers will create DI groups based on AP-1 and STAR data and begin implementing specific lessons to improve student achievement. As a result, this step will assist in providing the students strategies to improve comprehension of grade level text and attain a proficiency level of 41% or above.

Person Responsible	Sonia Cruz (soniacruz@dadeschools.net)

August 31-October 14
Administration will conduct classroom walkthroughs to ensure and support the implementation of DI. As a result, administration will provide teachers with feedback and support to ensure that students' needs are being met.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

October 31-December 16
Implement mentor program for identified at-risk students (based on EWS data, Lowest Quartile data, discipline referral data, mental health data, and teacher observations). As a result, students will have a mentor to support them throughout the year.

Person Responsible   William Rehkamp (324405@dadeschools.net)

October 31-December 16
Analyze SWD data to determine proper placement of students in small group instruction, interventions, and enrichment. Follow-up with monthly data chats focused on reviewing progress and student groupings. As a result, this step will assist in ensuring that instructional strategies are being implemented for identified students with fidelity.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021 - 2022 FSA ELA data, ELA proficiency decreased from 66% to 65%, a decrease of 1 percentage point. Based on the data, a need for additional differentiation needs to take place as 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 conducting quarterly data chats and adjusting groupings based on current data in order to move towards increased proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiated Instruction (DI) then the proficiency rate will improve by 2 percentage points on the 2023 FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats and adjust groupings based on current data. Teachers will provide skill specific differentiated instruction based on formative assessments while weekly instructional rounds are conducted by administration to ensure that effective DI is occurring.
Person responsible for monitoring outcome:	Barbara Leveille-Brown (pr4381@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of DI, our school will focus on the evidence based strategy of data-driven instruction. This approach utilizes a systematic use of instruction, data analysis, and differentiation to meet the needs of the learners.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	To increase proficiency for overall academic achievement, data-driven instruction will ensure that teachers are using recent and relevant data, which will drive instruction, facilitate ongoing data chats with learners and their teachers.

**selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31 - October 14
Teachers will be trained on the expectations and usage of data points to group students. As a result, groups will be differentiated based on data.

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

August 31 - October 14
The leadership team will monitor the FAST Ongoing Progress Monitoring data points, along with the iReady AP1 data. Administration and teachers will analyze performance on bi-weekly assessments to ensure differentiated instruction is based on targeted learning gaps.

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

August 31 - October 14
ELA Teachers will collaboratively plan on a weekly basis with small group instruction in mind, and will develop their small groups based on their bi-weekly assessments. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

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

August 31 - October 14
Teachers will collaboratively develop and use data trackers to track mini-assessments that are aligned to weekly small group instruction. As a result, teachers will use data trackers to monitor student progress and adjust instruction as necessary.

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

October 31-December 16
Quarterly data chats will be held with teachers to discuss and develop plan for student grouping and the action steps for planning of differentiated instruction in reading. As a result, teachers will in turn hold data chats with students to discuss their progress and goals.

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

October 31-December 16
Administration will conduct walkthroughs to ensure that teachers are meeting with students and conducting
weekly differentiated instructions in Reading. As a result, students will be re-taught or given extra support for
areas of weakness, therefore ensuring understanding of the material being taught.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Teaching, Learning, and Assessment	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021 - 2022 Staff Climate Survey Results, the staff frequently feels overwhelmed. There was a 32.57 percentage points increase in staff feeling overwhelmed in comparison to the 2020 - 2021 school year. This data indicates that there is a critical need to increase staff morale.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we empower teachers and staff, our staff morale will increase 10 percentage points in the June 2023 Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team and grade level chairs will work to empower teachers by ensuring that staff is involved in monthly leadership committees.
Person responsible for monitoring outcome:	Barbara Leveille-Brown (pr4381@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy relating to teaching, learning and assessment is to engage the team. By consistently engaging the team, we will decrease the percentage of staff feeling overwhelmed by 5 percentage points. This will enhance teacher and student performance, enabling teachers to work together towards the vision and mission of the school by June 2023.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We want to empower teachers in our school by involving them in morale boosting committees. Facilitating different initiatives will incentivize leadership and interaction, encouraging teachers to exercise voice and provide their input on what initiatives they would like to see implemented. This would help to improve student and teacher performance alike.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31
Grade levels and administration will nominate and elect teacher leaders as grade level chairs. As a result, grade level chairs will serve to bridge communication between administration and teacher staff.

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

August 31 - October 14
The leadership team and grade level chairs will develop academic, social and committee groups. Each group will nominate or elect a committee chairperson. As a result, committee chairpersons will serve to equitably distribute responsibilities amongst grade level teachers.

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

August 31 - October 14
The Leadership Team and grade level chairs will meet monthly to build solid and strong T.E.A.M.S. and activities for staff and faculty. As a result, a calendar of events will be implemented to reprieve faculty members from feelings of overwhelm.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

August 31 - October 14
Based on survey responses, expert teachers will volunteer to lead different initiatives and showcase their leadership skills. As a result, the staff will support each other and work collaboratively to improve staff morale and increase student achievement.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

October 31-December 16
The Leadership Team will recognize a teacher during each faculty meeting where their best practices will be showcased. As a result, the teachers will be able to share best practices and effective strategies to increase both student and teacher performance alike.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

October 31-December 16
Administration will communicate with teachers on an ongoing basis to ensure that they are getting the support they need to effectively carry out their roles as leaders. Leadership meetings will be conducted monthly with grade level chairpersons. As a result, all staff members will be kept abreast of important activities and/or changes on campus.

Person Responsible   Sonia Cruz (soniacruz@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on qualitative data from the 2021-2022 School Climate Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Nine 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 committee 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 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The staff will 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 committee and grade level meetings.
Person responsible for monitoring outcome:	Sonia Cruz (soniacruz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 incentivize stakeholders with opportunities to spearhead individual initiatives throughout the school.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 30 - October 14
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)

August 30 - October 14
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	Sonia Cruz (soniacruz@dadeschools.net)

August 30 - October 14
Faculty will select committee teacher leaders. As a result, they will assist in planning school-wide activities/events and provide feedback to the Leadership Team to realize student gains.

Person Responsible	Martha Mederos (mbmederos@dadeschools.net)

August 30 - October 14
All faculty members will be afforded opportunities to join a committee in order to take part in the decision-making process in the school. As a result, faculty members will feel empowered to lead and provide professional growth engagements to improve teacher and student performance.

Person Responsible	Sonia Cruz (soniacruz@dadeschools.net)

October 31-December 16
The school's administration will participate in and monitor monthly committee meetings. As a result, faculty members will get an opportunity to share their initiatives with administration.

Person Responsible	Sonia Cruz (soniacruz@dadeschools.net)

October 31-December 16
Grade level teams will identify a teacher leader to attend iCADS and return with a wealth of information to share with their team and administration. As a result, information from the different district departments (ELA, Math, Science) will be shared with grade levels.

Person Responsible	Martha Mederos (mbmederos@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. 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 gatherings. We afford 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 experiences at our school. We also ensure information is disseminated to all stakeholders through the Perrine web page, school calendar, various social media outlets, Schoology, Microsoft Teams 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 school culture and environment.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselors (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 will 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.