

Miami-Dade County Public Schools

# DR. HENRY E. PERRINE ACADEMY OF THE ARTS



2025-26 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

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The Department's SIP template meets:

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

## Purpose and Outline of the SIP

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

## I. School Information

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### A. School Mission and Vision

#### Provide the school's mission statement

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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

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Barbara Leveille-Brown

bleveille@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal's primary duties and responsibilities as they relate to SIP implementation include promoting and maintaining a safe learning environment for all students and staff, ensuring that daily instruction is aligned to state academic standards, enforcing policies and procedures, and monitoring student achievement. The principal also monitors the successful completion of all action steps related to the identified areas of focus.

## **Leadership Team Member #2**

### **Employee's Name**

Maria E. Tourino

mtourino@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The assistant principal assists the principal with the coordination, supervision, and management of the school's daily operations. The primary duties and responsibilities of the assistant principal as they relate to SIP implementation include assisting the principal in promoting and maintaining a safe learning environment for all students and staff, ensuring that daily instruction is aligned to state academic standards, enforcing policies and procedures, and monitoring student achievement. The assistant principal also assists the principal in monitoring the successful completion of all action steps related to the areas of focus identified on the SIP and providing support to empower teachers and students to attain school goals.

## **Leadership Team Member #3**

### **Employee's Name**

Martha Mederos

mbmederos@dadeschools.net

### **Position Title**

Media Specialist and Professional Learning and Growth Leader

### **Job Duties and Responsibilities**

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The Professional Learning and Growth Leader's primary duties and responsibilities as they relate to SIP implementation include spearheading and monitoring the implementation of a school-wide reading incentive program designed to enhance students' reading fluency and comprehension skills. As a media specialist, the Professional Learning and Growth Leader also assists teachers in aligning literature resources with the established curriculum. Additionally, she serves as the Professional Development (PD) Liaison at the school-site and facilitates the professional growth of colleagues by

providing learning opportunities to enhance teachers' pedagogical expertise.

## **Leadership Team Member #4**

### **Employee's Name**

Geraldine Gordon

ggordon@dadeschools.net

### **Position Title**

MTSS Coordinator

### **Job Duties and Responsibilities**

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The MTSS Coordinator is responsible for facilitating the MTSS process by collecting and analyzing student data, developing targeted intervention for identified students, and monitoring learners' academic progress. Additionally, the MTSS Coordinator facilitates the development of Individual Education Plans for students with special learning needs.

## **Leadership Team Member #5**

### **Employee's Name**

Ana Arias

ariasaa@dadeschools.net

### **Position Title**

Mathematics/Science Liaison

### **Job Duties and Responsibilities**

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The mathematics and science liaison is responsible for participating in monthly professional development activities in the areas of mathematics and science and disseminating relevant information and best practices to teachers at the school site. The mathematics and science liaison is also responsible for monitoring the implementation of school-wide initiatives in the areas of mathematics and science.

## **2. Stakeholder Involvement**

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required*

*stakeholders.*

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All stakeholders work collaboratively to develop the School Improvement Plan (SIP). The leadership team meets and develops survey questions that are forwarded to all teachers and school staff to gather pertinent input. The leadership team then reviews the responses, along with the student assessment data. The information is consequently shared with teachers and other stakeholders in order to develop the SIP areas of focus and related action steps that specifically target student achievement and school needs. Dr. Henry E. Perrine Academy of the Arts involves the Educational Excellence School Advisory Council (EESAC) in the decision-making process, enlisting feedback from students, parents, community members and business leaders. The SIP draft is then presented to both the faculty and EESAC to solicit input and final approval.

### **3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP will be actively monitored by the leadership team on a monthly basis to ensure its effective implementation and impact on continuous improvement. The administration will share SIP updates with all stakeholders during monthly EESAC meetings, where new data will be analyzed to identify students' academic areas of strengths and weaknesses and programmatic revisions may be made, if deemed necessary. The leadership team and grade level/department chairpersons will also meet periodically throughout the year to analyze students' academic data, with particular emphasis on students demonstrating the greatest achievement gap. Additional action steps will be developed during these meetings to further enhance student achievement in the targeted areas.

### C. Demographic Data

|  |  |
|--|--|
| <b>2025-26 STATUS</b><br>(PER MSID FILE)   | <b>ACTIVE</b>  |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)  | <b>ELEMENTARY<br/>KG-5</b>   |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)   | <b>K-12 GENERAL EDUCATION</b>  |
| <b>2024-25 TITLE I SCHOOL STATUS</b>   | <b>YES</b>   |
| <b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>   | <b>88.8%</b>   |
| <b>CHARTER SCHOOL</b>  | <b>NO</b>  |
| <b>RAISE SCHOOL</b>  | <b>YES</b>   |
| <b>2024-25 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 1   | <b>N/A</b>   |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>  |  |
| <b>2024-25 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)<br/>ENGLISH LANGUAGE LEARNERS (ELL)<br/>BLACK/AFRICAN AMERICAN STUDENTS (BLK)<br/>HISPANIC STUDENTS (HSP)<br/>WHITE STUDENTS (WHT)<br/>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>   | <b>2024-25: A<br/>2023-24: A<br/>2022-23: B<br/>2021-22: A<br/>2020-21:</b>  |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR   | GRADE LEVEL |    |    |    |    |    |   |   |   | TOTAL |
|---|-------------|----|----|----|----|----|---|---|---|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 |       |
| School Enrollment   | 62          | 60 | 86 | 86 | 90 | 93 |   |   |   | 477   |
| Absent 10% or more school days  | 0           | 0  | 11 | 11 | 10 | 8  |   |   |   | 40    |
| One or more suspensions   | 0           | 0  | 0  | 1  | 0  | 0  |   |   |   | 1     |
| Course failure in English Language Arts (ELA)   | 0           | 0  | 2  | 3  | 5  | 6  |   |   |   | 16    |
| Course failure in Math  | 0           | 0  | 4  | 0  | 8  | 5  |   |   |   | 17    |
| Level 1 on statewide ELA assessment   | 0           | 0  | 0  | 0  | 9  | 19 |   |   |   | 28    |
| Level 1 on statewide Math assessment  | 0           | 0  | 0  | 0  | 5  | 10 |   |   |   | 15    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 0           | 1  | 17 | 16 | 23 |    |   |   |   | 57    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 0           | 2  | 9  | 2  | 9  | 5  |   |   |   | 27    |

#### Current Year 2025-26

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

| INDICATOR                            | GRADE LEVEL |   |    |   |    |    |   |   |   | TOTAL |
|--------------------------------------|-------------|---|----|---|----|----|---|---|---|-------|
|                                      | K           | 1 | 2  | 3 | 4  | 5  | 6 | 7 | 8 |       |
| Students with two or more indicators | 0           | 1 | 12 | 8 | 14 | 20 |   |   |   | 55    |

#### Current Year 2025-26

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

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 2           | 5 | 4 | 5 | 1 | 0 |   |   |   | 17    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 |   |   |   | 0     |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR   | GRADE LEVEL |    |    |    |    |    |   |   |   | TOTAL |
|---|-------------|----|----|----|----|----|---|---|---|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 |       |
| Absent 10% or more school days  |             | 11 | 11 | 10 | 8  | 11 |   |   |   | 51    |
| One or more suspensions   |             |    | 1  |    |    | 3  |   |   |   | 4     |
| Course failure in English Language Arts (ELA)   |             | 2  | 3  | 5  | 6  | 1  |   |   |   | 17    |
| Course failure in Math  |             | 4  |    | 8  | 5  | 1  |   |   |   | 18    |
| Level 1 on statewide ELA assessment   |             |    |    | 9  | 19 | 12 |   |   |   | 40    |
| Level 1 on statewide Math assessment  |             |    |    | 5  | 10 | 17 |   |   |   | 32    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 1           | 17 | 16 | 23 |    |    |   |   |   | 57    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 2           | 9  | 2  | 9  | 5  |    |   |   |   | 27    |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR                            | GRADE LEVEL |   |   |    |    |    |   |   |   | TOTAL |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|-------|
|                                      | K           | 1 | 2 | 3  | 4  | 5  | 6 | 7 | 8 |       |
| Students with two or more indicators | 1           | 8 | 5 | 16 | 21 | 12 |   |   |   | 63    |

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |    |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3  | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 2           | 3 | 3 | 15 | 1 |   |   |   |   | 24    |
| Students retained two or more times |             |   |   | 1  |   | 1 |   |   |   | 2     |

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT   | 2025   |           |        | 2024   |           |        | 2023** |           |        |
|--|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*   | 72     | 65        | 59     | 68     | 63        | 57     | 68     | 60        | 53     |
| Grade 3 ELA Achievement  | 67     | 65        | 59     | 58     | 63        | 58     | 76     | 60        | 53     |
| ELA Learning Gains   | 68     | 65        | 60     | 71     | 64        | 60     |        |           |        |
| ELA Lowest 25th Percentile                                       | 76     | 62        | 56     | 64     | 62        | 57     |        |           |        |
| Math Achievement*  | 73     | 72        | 64     | 68     | 69        | 62     | 61     | 66        | 59     |
| Math Learning Gains  | 70     | 66        | 63     | 69     | 65        | 62     |        |           |        |
| Math Lowest 25th Percentile                                      | 55     | 59        | 51     | 44     | 58        | 52     |        |           |        |
| Science Achievement  | 66     | 63        | 58     | 60     | 61        | 57     | 46     | 58        | 54     |
| Social Studies Achievement*                                      |        |           | 92     |        |           |        |        |           |        |
| Graduation Rate  |        |           |        |        |           |        |        |           |        |
| Middle School Acceleration                                       |        |           |        |        |           |        |        |           |        |
| College and Career Acceleration                                  |        |           |        |        |           |        |        |           |        |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 63     | 66        | 63     | 68     | 64        | 61     | 61     | 63        | 59     |

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

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

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

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

| 2024-25 ESSA FPPI                            |      |
|--|------|
| ESSA Category (CSI, TSI or ATSI)             | N/A  |
| OVERALL FPPI – All Students                  | 68%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 0    |
| Total Points Earned for the FPPI             | 610  |
| Total Components for the FPPI                | 9    |
| Percent Tested                               | 100% |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |           |          |         |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25                   | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 68%                       | 63%     | 60%     | 67%     | 53%       |          | 64%     |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

| 2024-25 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |   |   |
|-------------------------------------|---------------------------------|--------------------|---|---|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 44%                             | No                 |   |   |
| English Language Learners           | 71%                             | No                 |   |   |
| Black/African American Students     | 52%                             | No                 |   |   |
| Hispanic Students                   | 75%                             | No                 |   |   |
| White Students                      | 56%                             | No                 |   |   |
| Economically Disadvantaged Students | 62%                             | No                 |   |   |

## D. Accountability Components by Subgroup

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

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|  | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
| All Students                                   | 72%      | 67%              | 68%    | 76%         | 73%       | 70%     | 55%          | 66%      |         |           |                   |                   | 63%          |
| Students With Disabilities                     | 40%      | 30%              | 64%    | 74%         | 34%       | 49%     | 54%          | 14%      |         |           |                   |                   | 39%          |
| English Language Learners                      | 68%      | 74%              | 68%    | 74%         | 82%       | 81%     | 71%          | 60%      |         |           |                   |                   | 63%          |
| Black/African American Students                | 54%      | 30%              | 66%    | 77%         | 47%       | 51%     | 52%          | 41%      |         |           |                   |                   |              |
| Hispanic Students                              | 79%      | 80%              | 70%    | 74%         | 87%       | 79%     | 63%          | 75%      |         |           |                   |                   | 66%          |
| White Students                                 | 65%      |                  |        |             | 47%       |         |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 66%      | 62%              | 58%    | 66%         | 64%       | 69%     | 58%          | 59%      |         |           |                   |                   | 59%          |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|  | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students                                   | 68%      | 58%              | 71%    | 64%         | 68%       | 69%     | 44%          | 60%      |         |           |                   |                   | 68%          |
| Students With Disabilities                     | 31%      | 27%              | 54%    | 52%         | 30%       | 31%     | 26%          | 13%      |         |           |                   |                   | 47%          |
| English Language Learners                      | 72%      | 68%              | 79%    | 76%         | 75%       | 73%     | 50%          | 52%      |         |           |                   |                   | 68%          |
| Black/African American Students                | 48%      | 38%              | 61%    | 50%         | 47%       | 53%     | 35%          | 52%      |         |           |                   |                   |              |
| Hispanic Students                              | 78%      | 70%              | 76%    | 77%         | 76%       | 71%     | 43%          | 62%      |         |           |                   |                   | 71%          |
| White Students                                 | 56%      |                  | 70%    |             | 75%       | 100%    |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 60%      | 52%              | 64%    | 52%         | 59%       | 58%     | 33%          | 49%      |         |           |                   |                   | 78%          |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|  | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
| All Students                                   | 68%      | 76%              |        |             | 61%       |         |              | 46%      |         |           |                   |                   | 61%          |
| Students With Disabilities                     | 27%      | 50%              |        |             | 24%       |         |              | 7%       |         |           |                   |                   | 36%          |
| English Language Learners                      | 74%      | 78%              |        |             | 62%       |         |              | 39%      |         |           |                   |                   | 50%          |
| Asian Students                                 | 90%      |                  |        |             | 100%      |         |              |          |         |           |                   |                   |              |
| Black/African American Students                | 46%      | 58%              |        |             | 37%       |         |              | 26%      |         |           |                   |                   |              |
| Hispanic Students                              | 75%      | 84%              |        |             | 66%       |         |              | 47%      |         |           |                   |                   | 49%          |
| White Students                                 | 84%      |                  |        |             | 84%       |         |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 60%      | 69%              |        |             | 51%       |         |              | 38%      |         |           |                   |                   | 38%          |

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

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

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

| SUBJECT | GRADE | 2024-25 SPRING |          |                   |       |                |
|---------|-------|----------------|----------|-------------------|-------|----------------|
|         |       | SCHOOL         | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA     | 3     | 64%            | 60%      | 4%                | 57%   | 7%             |
| ELA     | 4     | 57%            | 59%      | -2%               | 56%   | 1%             |
| ELA     | 5     | 81%            | 60%      | 21%               | 56%   | 25%            |
| Math    | 3     | 73%            | 69%      | 4%                | 63%   | 10%            |
| Math    | 4     | 69%            | 68%      | 1%                | 62%   | 7%             |
| Math    | 5     | 70%            | 62%      | 8%                | 57%   | 13%            |
| Science | 5     | 64%            | 56%      | 8%                | 55%   | 9%             |

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

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The data component demonstrating the most improvement pertains to the lowest 25th percentile for English Language Arts (ELA) based on student performance on the 2025 FAST ELA Progress Monitoring (PM) 3 assessments. Specifically, 76% of students in the lowest 25th percentile in grades 3 through 5 scored at or above a level 3 on the 2025 FAST ELA test administration, compared to 64% attaining proficiency levels in 2024. This achievement is attributed to effective, specific, and explicit reading and language arts instruction designed to foster students' academic aptitude. Differentiated learning activities were also instrumental in targeting areas of weakness to enhance students' reading and language arts proficiency.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

The data component that showed the lowest performance relates to the area of mathematics learning gains. While students in grades 3 through 5 at Dr. Henry E. Perrine Academy of the Arts achieved mathematics learning gains that surpassed the district average by four percentage points and the state average by seven percentage points, overall school learning gains on the 2025 FAST Mathematics PM3 administration increased by only one percentage point, rising from 69% in 2024 to 70% in 2025. Despite students' overall proficiency rising from 68% on the 2024 FAST Mathematics PM3 administration to 73% in 2025, data demonstrates the need for intensive, targeted instruction aimed to increase students' mathematics aptitude across grade levels and positively impact mathematics learning gains.

##### **Greatest Decline**

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

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The data component demonstrating the greatest decline from the prior year relates to the area of ELA learning gains. While students in grades 3 through 5 at Dr. Henry E. Perrine Academy of the Arts

achieved learning gains that surpassed district and state averages, scores on the 2025 FAST ELA PM3 administration declined by three percentage points, decreasing from 71% proficiency in 2024 to 68% in 2025. Despite an instructional focus that helped raise students' overall ELA proficiency scores by nine percentage points, additional emphasis is needed to address the academic needs of all learners in order to further enhance learning gains across grade levels.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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Data analysis highlights the fact that Dr. Henry E. Perrine Academy of the Arts surpassed the state average in all components. This achievement is attributed to targeted instruction in all academic areas, with emphasis on differentiation to address students' specific learning needs. However, when comparing student scores to the district average, the data component that exhibits the greatest gap is in the area of the lowest 25th percentile in mathematics. Specifically, 55% of students in grades 3 through 5 at Dr. Henry E. Perrine Academy of the Arts attained level 3 or above on the 2025 FAST Mathematics PM3 administration versus the district average of 59%. While 2025 average scores demonstrated an 11% increase in the number of students in the lowest 25th percentile reaching proficiency levels when compared to the previous year, student proficiency at Dr. Henry E. Perrine Academy of the Arts stills lags behind the district by four percentage points. This gap highlights the need for additional professional development opportunities for mathematics teachers and instructional support to strengthen students' academic achievement in mathematics.

### **EWS Areas of Concern**

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

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The EWS data reflects ELA as a potential area of concern based on student course failures and the number of students scoring at level 1 on the FAST ELA assessment. Analysis of 2024-2025 data indicates that 16 students experienced course failure in ELA, and 28 learners attained level 1 on the statewide FAST ELA assessment. Mathematics is another potential area of concern, with 17 students experiencing course failure and 15 learners earning a level 1 on the FAST Mathematics PM3 assessment.

### **Highest Priorities**

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

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The highest priorities for school improvement in the upcoming year are:

1. Increase students' ELA proficiency
2. Enhance mathematics achievement, with emphasis on learning gains
3. Increase students' science aptitude
4. Improve student attendance

## **B. Area(s) of Focus (Instructional Practices)**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Section (s.) 1008.365, Florida Statutes, established the Florida Department of Education's Reading Achievement Initiative for Scholastic Excellence (RAISE). This program identifies schools where 50% or more of its students in any grade level from kindergarten through grade five score below a level 3 on the FAST ELA assessment. Data derived from the 2025 FAST ELA PM3 administration indicates that Dr. Henry E. Perrine Academy of the Arts meets the criteria as a RAISE school for the 2025-2026 school year. Specifically, data analysis demonstrates that 60% of students in grade 2 scored below level 3 on the FAST ELA PM3 assessment. As such, Dr. Henry E. Perrine Academy of the Arts will implement the evidence-based interventions of data driven decision making, ongoing progress monitoring, and differentiated instruction to enhance the ELA aptitude of students who are currently not on track to score level 3 or above on the 2026 FAST ELA assessment.

#### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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In kindergarten through grade 2, the instructional practice specifically related to reading/ELA will implement the Florida B.E.S.T. Standards and RAISE goals to address the need for foundational literacy development due to students' low performance on the FAST ELA assessment. To foster students' proficiency in reading and ELA, the instructional practice will focus on improving reading skills, with an emphasis on developing phonological awareness, phonics, fluency, vocabulary, and comprehension.

#### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

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In grades 3-5, the instructional practice specifically related to reading/ELA will implement the Florida B.E.S.T. Standards and RAISE goals to address the need for academic remediation, acceleration, and explicit, standards-based instruction. The instructional practice will focus on bridging learning gaps while accelerating grade-level reading and ELA proficiency through whole group and differentiated small group lessons strategically designed to address students' academic needs

**Grades K-2: Measurable Outcome(s)**

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With the implementation of the evidence-based interventions of data-driven decision making, ongoing progress monitoring, and differentiated instruction, the percentage of students in grades K-2 scoring at proficiency levels will increase by a minimum of 5 percentage points on the 2026 ELA STAR PM3 assessment, with primary emphasis on demonstrating a five percent increase in the number of students demonstrating learning gains in the area of ELA.

**Grades 3-5: Measurable Outcome(s)**

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With the implementation of the evidence-based interventions of data-driven decision making, ongoing progress monitoring, and differentiated instruction, the percentage of students in grades 3-5 scoring at proficiency levels will increase by a minimum of 5 percentage points on the 2026 ELA FAST PM3 assessment.

**Monitoring**

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

The administration will monitor the implementation of the instructional practice plans and provide continued support through department meetings and professional development. The administration will also monitor implementation via walkthroughs and data chats.

**Person responsible for monitoring outcome**

Maria E. Tourino (mtourino@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The evidenced-based interventions being implemented to achieve the measurable outcomes in each relevant grade level will consist of data-driven decision making, ongoing progress monitoring, and differentiated instruction. Detailed data analyses will be conducted on a quarterly basis to identify students' areas of concerns in order to target explicit instruction and remediation. The implementation of differentiated instruction will be monitored through daily walkthroughs.

**Rationale:**

The collection and analysis of student performance data will provide opportunities for teachers to identify students' individual strengths and target instruction to address areas of academic concern. Teacher will engage in collegial, collaborative planning to create targeted lessons that will positively impact instructional effectiveness and student achievement across all grade levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Collaborative planning

**Person Monitoring:**

Barbara Leveille-Brown  
(bleveille@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Quarterly

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

Structured collaborative sessions for grade-level teams will be established to facilitate opportunities for teachers to work together to align their instructional strategies, develop lesson plans that focus on differentiation, and share best practices. The administrators will monitor the effectiveness of these collaborative sessions by reviewing lesson plans, observing classroom instruction for alignment, and collecting feedback from teachers. The impact of this action step will also be measured by improvements in student performance data, particularly in the areas of reading and ELA.

**Action Step #2**

Reading intervention practices

**Person Monitoring:**

Maria Tourino (mtourino@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Quarterly

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

Reading Horizons Discovery and Reading Horizons Elevate intervention will be provided to identified Tier 2 and Tier 3 students to support individual learning needs. The impact of this action step will be evaluated through classroom walkthroughs and RTI referrals.

**Action Step #3**

Differentiated instruction

**Person Monitoring:**

Barbara Leveille-Brown  
(bleveille@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Quarterly

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

Teachers will analyze the 2025 FAST PM3 ELA scores to group students appropriately for differentiated instruction (DI). These select groups should address the specific needs of identified learners as evidenced by performance on the statewide assessment. The administration will monitor the impact of this action step through walkthroughs to ensure that DI groups and rotations are established and differentiated instruction is taking place with fidelity.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to data derived from the 2025 FAST Mathematics PM3 administration, the mathematics proficiency scores of students in the lowest 25th percentile decreased to 55%, 4 points below the district average of 59%. While overall achievement scores surpassed district and state averages, the data highlights the need to implement a plan to increase mathematics proficiency across all grade levels, with emphasis on those students at the lowest 25th percentile.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of action steps focused on detailed and consistent data analysis, professional learning, and interventional support, 60% of students in the lowest 25th percentile in grades 3 through 5 will attain proficiency levels in mathematics on the 2026 FAST Mathematics PM3 administration, demonstrating a five percent increase from the 2025 assessment administration.

**Monitoring**

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

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The administration will convene data chats to allow grade level teams to analyze data and brainstorm strategies aimed to achieve the target goal. Additionally, the administration will participate in grade-level meetings to help identify students who need specific individual and/or differentiated instructional support. The mathematics liaison and the leadership team will provide necessary assistance and resources for individual classroom and/or teacher needs. Professional learning opportunities will be provided to all teachers, in addition to in-house support through coaching.

**Person responsible for monitoring outcome**

Barbara Levielle-Brown (bleveille@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Dr. Henry E. Perrine Academy of the Arts will provide in-house mathematics intervention to students in grades 3 through 5 identified in the lowest 25th percentile based on FAST Mathematics scores derived from the 2025 PM3 administration. Intervention through technology integration will also be

implemented, and data obtained from IXL and i-Ready Math will be utilized to target differentiated instruction and monitor its impact on remediation specifically designed to improve students' mathematics proficiency.

**Rationale:**

The rationale for implementing this strategy at Dr. Henry E. Perrine Academy of the Arts is based on best practices and evidence-based interventions correlated to Florida's B.E.S.T. Standards for Mathematics. The implementation of research-based online instruction and assessment programs and intervention strategies correlated to Florida's B.E.S.T. Standards for Mathematics will also enhance student proficiency. It is expected that the effective utilization of these interventions will positively impact teaching and learning across all grade-levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Data chats

**Person Monitoring:**

Maria Tourino (mtourino@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Quarterly

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

Data chats will be conducted with all grade level teams to analyze and discuss student needs. Teachers will analyze data and plan instruction to target specific areas of academic concern. The administration and grade level teams will collaborate to identify students in need of differentiated instruction, and teachers will create schedules for differentiated instruction and intervention. The impact of this action step will be monitored through walkthroughs and student achievement data.

**Action Step #2**

Mathematics liaison professional support

**Person Monitoring:**

Ana Arias (ariasaa@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Ongoing

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

The mathematics liaison will provide the necessary professional support and resources to address individual classroom and teacher needs. The impact of this action step will be evaluated through teacher input at grade-level meetings and data chats.

**Action Step #3**

Technology integration

**Person Monitoring:**

Maria Tourino (mtourino@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Ongoing

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

Teachers will increase the integration of technology in their mathematics instruction through the use of online educational programs, web resources, and interactive whiteboards. The impact of this action step will be monitored through data analysis and evaluation of student progress.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to data from the 2025 Statewide Science Assessment, 66% of 5th grade students at Dr. Henry E. Perrine Academy of the Arts scored at Level 3 or above. This achievement demonstrates a six-percent increase from 2024, when 60% of 5th grade students attained a Level 3 or above. While student proficiency scores on the most recent assessment administration surpass district and state averages, Dr. Henry E. Perrine Academy of the Arts recognizes the need to further enhance the scientific aptitude of students in order to empower them to succeed in an ever-changing, technologically advanced society. As such, Dr. Henry E. Perrine Academy of the Arts will implement a hands-on approach to science instruction across all grade levels.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of hands-on science instruction, 71% of 5th grade students will score at or above Level 3 on the 2026 Statewide Science Assessment, increasing proficiency by 5 percentage points when compared to the previous assessment administration.

#### **Monitoring**

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

---

This Area of Focus will be monitored for implementation and impact to reach the desired outcome through continuous student data analysis and achievement monitoring. The administration will convene quarterly data chats to review the results of Topic Assessments and teacher-made tests to identify students in need of additional academic support. Classroom walkthroughs conducted by the administration will serve to monitor teaching and learning practices as well as the implementation of STEAM lessons and activities will further enhance students' scientific aptitude.

#### **Person responsible for monitoring outcome**

Barbara Leveille-Brown (bleveille@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Hands-on science instruction will serve as the evidence-based intervention being implemented to positively impact students' scientific knowledge. Differentiated instruction and increased opportunities for hand-on instructional activities such as experiments, labs, and projects will serve to provide meaningful support to students in need of additional assistance in mastering scientific concepts.

**Rationale:**

A hands-on approach to science instruction will foster students' kinesthetic learning through active engagement in activities that promote critical thinking and scientific inquiry. This participatory teaching will enhance students' retention of science concepts by requiring them to be active participants in the learning process.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Professional learning opportunities

**Person Monitoring:**

Ana Arias (ariasaa@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Ongoing

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

Professional learning opportunities related to hands-on science instruction and in-house coaching support will be offered across all grade-levels to enhance teachers' ability to plan and implement STEAM lessons, labs, and experiments. As a result, teachers will enhance their pedagogical knowledge and obtain the collegial support needed to deliver meaningful science instruction. The impact of this action step will be monitored through teacher participation in professional learning activities and implementation of scientific inquiry and STEAM lessons.

**Action Step #2**

Science lab

**Person Monitoring:**

Barbara Leveille-Brown  
(bleveille@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Weekly

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

Students will participate in science labs on a weekly basis. The administration will monitor lab reports or student reflections. Students may be required to submit lab reports or reflections after each

session. These reports can outline what they learned, any challenges faced, and how they applied scientific principles during the lab. This serves both as an assessment of participation and as a formative evaluation of understanding. The impact of this action step will be monitored through walkthroughs.

### **Action Step #3**

Interactive science notebooks

#### **Person Monitoring:**

Maria Tourino (mtourino@dadeschools.net)

#### **By When/Frequency:**

August 14, 2025- September 26, 2025/Weekly

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

Students in grades 2 through 5 will utilize Interactive science notebooks to keep notes, graphic representations of scientific terms, and vocabulary terms to enhance scientific inquiry. The administration will monitor the impact of this step through daily walkthroughs.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Analysis of the Early Warning System data from the 2024-2025 school year indicates that 53 students from a total enrollment of 546 had attendance below 90%, accounting for 9.7% of the student population. This rate of absenteeism not only negatively affects student learning, but also impacts student behavior. For students to excel academically, it is imperative that they attend school regularly. Good school attendance fosters the development of academic skills and promotes the development of strong social and communication skills. Students who are habitually absent often exhibit academic frustration, poor self-esteem, and behavioral issues attributed to learning challenges compounded by their absenteeism.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of a strategic, data-driven attendance initiative, Dr. Henry E. Perrine Academy of the Arts anticipates a five percent decrease in the number of students with attendance below 90% during the 2025-2026 school year.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The daily attendance bulletin will be reviewed and parent contact will be made. The Attendance Review Committee (ARC) will meet monthly to review attendance for students who have been identified by homeroom teachers. Attendance and truancy meetings will be scheduled and conducted to discuss attendance concerns and offer support.

**Person responsible for monitoring outcome**

Maria Tourino (mtourino@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

To ensure that all students learn and achieve their fullest potential, it is crucial that they attend school regularly and stay engaged in the learning process. The attendance initiatives aim to reduce student absences across all grade levels. These initiatives include a comprehensive school-wide attendance plan where teachers will track and monitor student absences. This plan will incorporate both proactive and reactive strategies to prevent chronic truancy and intervene before students risk academic setbacks. Additionally, the school-wide plan will focus on engaging families, enhancing socioemotional learning, and fostering a positive school climate to promote consistent student attendance and foster positive student behavior.

**Rationale:**

To improve student attendance, an attendance monitoring plan will be developed and implemented with fidelity, targeting students who are truant or have a pattern of arriving late or leaving early. The administration and attendance review team will review the school-wide attendance plan with teachers, students, and parents.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Attendance data analysis

**Person Monitoring:**

Maria Tourino (mtourino@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Quarterly

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

The Attendance Review Committee (ARC) will meet to analyze attendance data and identify students who had more than five unexcused absences. These students will be closely monitored and provided support to improve attendance.

**Action Step #2**

Professional development activity

**Person Monitoring:**

Barbara Leveille-Brown  
(bleveille@dadeschools.net)

**By When/Frequency:**

August 12, 2025/One Time

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

A professional learning activity will be offered to assist teachers in promoting positive student behavior and engagement to improve student attendance rates. This impact of this action step will be monitored through analysis of disciplinary incidents and student attendance.

**Action Step #3**

Attendance and positive behavior presentations

**Person Monitoring:**

Karen Balfour (karenbalfour@dadeschools.net)

**By When/Frequency:**

August 14, 2025- September 26, 2025/Quarterly

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

Recognizing the relationship between students' chronic absenteeism and problem behavior, the school counselor will conduct classroom presentations on a quarterly basis focusing on the importance of good school attendance which fosters positive student behavior and motivation. The administration will monitor the impact of this action step through analysis of daily attendance.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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Dr. Henry E. Perrine Academy of the Arts will disseminate its School Improvement Plan to students, faculty, parents, and other stakeholders through various channels, including the school's website. Physical copies will also be made available at the school's parent lounge. The SIP's identified areas of focus, action steps, and progress updates will be communicated to parents, teachers, students, and other stakeholders to foster collaboration and transparency to achieve the school's improvement goals.

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Dr. Henry E. Perrine Academy of the Arts will promote positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress. The school will strive to foster and maintain effective communication and promptly address any concerns. These efforts will foster strong ties among stakeholders and enhance collaboration. For additional information, stakeholders may visit the school's webpage at <https://perrineelementary.dadeschools.net>.

**Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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Dr. Henry E. Perrine Academy of the Arts plans to strengthen the academic program in the school through a variety of strategies, including curricular enhancements to promote academic enrichment and acceleration, continued professional development, and instructional technology integration. These efforts aim to improve the quality of education, provide meaningful learning opportunities, and keep pace with evolving educational trends.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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This plan is developed in coordination and integration with other federal, state, and local services, resources and programs. The administration and faculty at Dr. Henry E. Perrine Academy of the Arts actively collaborate with other stakeholders to identify areas in need of improvement, and develop a coordinated plan aligned with federal program guidelines and requirements. Communication between the administration, faculty, and other stakeholders is vital to implementing an effective plan. Periodic plan assessments and analyses will further assist in maximizing alignment with the school's identified improvement needs and federal initiatives.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Dr. Henry E. Perrine Academy of the Arts prioritizes the socio-emotional development of students by offering counseling and school-based mental health services designed to support their overall well-being. The school employs a qualified counselor who provides individual and group sessions, addressing social and/or emotional needs and promoting positive mental health. Additionally, Dr. Henry E. Perrine Academy of the Arts offers specialized support services to assist students with special needs to access their education. Through comprehensive strategies, the school fosters a supportive and nurturing environment for all students.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Dr. Henry E. Perrine Academy of the Arts recognizes the importance of preparing students for future postsecondary opportunities and the workforce. While the primary focus is on elementary education, the school emphasizes awareness of career paths and the value of lifelong learning. Students are introduced to various career and technical education concepts through engaging activities, guest speakers, and field trips that showcase different professions and the skills required for success in those fields. Additionally, Dr. Henry E. Perrine Academy of the Arts works closely with neighboring middle schools to ensure a smooth transition for students. By fostering an early understanding of career possibilities and educational pathways, the school strives to empower all students with the foundational knowledge and motivation to pursue their future career goals.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Dr. Henry E. Perrine Academy of the Arts implements a school-wide, tiered model to prevent and address problem behavior, ensuring that all students receive the support they need to succeed. The school's approach includes a proactive framework that focuses on positive behavior interventions and supports (PBIS) which establishes clear expectations for behavior and reinforces positive actions. Early intervening services are provided that are closely coordinated with activities under the Individuals with Disabilities Education Act (IDEA), ensuring that students who exhibit challenging behaviors receive timely and appropriate interventions. This model allows Dr. Henry E. Perrine Academy of the Arts to identify students at risk early and provide targeted support, including behavioral coaching, social skills training, and individualized interventions adapted for their unique needs. By fostering a positive school climate and offering comprehensive support, the school strives to reduce problem behaviors and promote a safe learning environment for all students.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Dr. Henry E. Perrine Academy of the Arts prioritizes professional learning and development activities for teachers, paraprofessionals, and other school personnel to enhance instruction and effectively utilize data from academic assessments. The school provides ongoing professional development opportunities focused on data analysis, differentiated instruction, and best pedagogical practices to ensure the faculty and staff can meet the diverse needs of all students. Additionally, Dr. Henry E. Perrine School of the Arts promotes collaborative learning communities where educators can foster a culture of continuous improvement by sharing strategies and resources. To recruit and retain effective teachers, Dr. Henry E. Perrine offers mentorship for new staff, competitive professional development opportunities, and support for advanced certifications. By creating a supportive environment that values professional growth and data-driven decision-making, the school seeks to empower educators to excel in their profession.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Dr. Henry E. Perrine Academy of the Arts implements a host of strategies to assist preschool children in their transition from early childhood education programs to elementary school programs. The school offers orientation sessions and open house events, allowing preschoolers and their families to visit the campus, meet teachers, and explore the learning environment. Additionally, the preschool teacher at Henry E. Perrine Academy of the Arts conducts individual meetings with parents of preschool students to share insights on each child's strengths and areas of growth, ensuring a

smooth transition to elementary school programs. By implementing these strategies, the school creates a welcoming and nurturing environment that prepares preschool children to thrive, both academically and socially.

## **VI. ATSI, TSI and CSI Resource Review**

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

### **Process to Review the Use of Resources**

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

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |