

Miami-Dade County Public Schools

Dr. Henry E. Perrine Academy Of The Arts School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Henry E. Perrine Academy Of The Arts

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School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Leveille-Brown, Barbara	Principal	The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Principal will facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
Cruz, Sonia	Assistant Principal	The Assistant Principal's role is to assist the Principal in monitoring and overseeing all the school's initiatives and respond to concerns with morale by assisting in planning Team-building and morale boosting activities. The Assistant Principal will assist in facilitating regular Rtl meetings and ELL meetings. The Assistant Principal will meet with team members, ensure follow up of action steps, and allocate resources. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner.
Santos, Edith	Reading Coach	The Reading Coach is responsible for attending monthly Leadership Team meetings, to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Also, the Reading Coach will plan and prepare for the district writing assessments, provide data analysis of Reading bi-weekly assessments and will work alongside the Assistant Principal and Registrar to ensure Tier2/ Tier3 students are placed in appropriate interventions, respectively. Furthermore, the Reading Coach will attend Reading ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources and support school-wide literacy initiatives.
Mederos, Martha	Instructional Media	The Media Specialist will implement a school wide reading incentive program as well as assist teachers with procuring resources to enhance their curriculum. She will also guide students in searching for information for educational purposes. This teacher will also serve as the PD Liaison which proposes and instructs professional development opportunities for teachers based on assessed needs.
Arias, Ana	Other	This teacher leader is responsible for assisting Math monthly workshops and disseminating important information to Math teachers at the school. She is also responsible for implementing the school wide Math incentive program.
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.

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

All stakeholders work collaboratively to develop the School Improvement Plan (SIP). The Leadership Team meets and develops survey questions that are sent out to the staff. A survey is then sent out to all stakeholders to gather their input. The leadership team meets and review the responses along with the assessment data. The information is then shared with the teachers in order to create SIP targets and strategies that specifically targets student and school needs. The school involves the EESAC which involves parents, students, families, community members and business leaders. The SIP draft is presented to both the faculty and EESAC to provide input and approval.

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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Every month the SIP is monitored by the Leadership Team in order to assure effective implementation and impact on increasing student achievement. Administration shares the SIP updates with all stakeholders during the school’s monthly EESAC meeting. We will use data collection and analysis to provide progress monitoring information as well as targets for goals. The collected data is analyzed and reflected upon in order to identify areas of strength and weakness so we can make adjustments as needed. The Leadership Team and grade level/department chairpersons meet at various points throughout the year to add action steps as well as reflections to the SIP.

Demographic Data	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History	2021-22: A
	2019-20: B
	2018-19: B
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	16	12	18	9	17	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	1	6	8	9	0	0	0	24
Course failure in Math	0	0	1	7	8	6	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	5	8	24	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	2	15	31	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	11	17	41	13	27	0	0	0	113
	0	0	0	0	0	0	0	0	0	0

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	0	1	8	12	27	0	0	0	48

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	0	0	5	0	2	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially 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 days	0	9	13	7	17	10	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	6	12	10	4	0	0	0	37
Course failure in Math	0	1	3	5	8	15	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	11	21	17	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	9	26	21	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	16	25	18	0	0	0	71

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	0	5	6	13	21	18	0	0	0	63

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	16	13	16	9	19	13	0	0	0	86
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	1	2	10	8	5	0	0	0	26
Course failure in Math	0	1	4	9	6	4	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	11	23	24	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	15	29	30	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	18	31	14	27	30	0	0	0	134

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	0	5	6	13	21	18	0	0	0	63

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	65	62	56	68	62	57
ELA Learning Gains	68	69	61	68	62	58
ELA Lowest 25th Percentile	57	60	52	58	58	53
Math Achievement*	65	64	60	63	69	63
Math Learning Gains	77	71	64	66	66	62
Math Lowest 25th Percentile	70	66	55	47	55	51
Science Achievement*	59	53	51	59	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	77			79		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 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%
SWD	40	Yes	2	
ELL	64			
AMI				
ASN	91			
BLK	59			
HSP	67			
MUL				
PAC				
WHT	80			
FRL	64			

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. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	68	57	65	77	70	59					77

2021-22 ACCOUNTABILITY 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	ELP Progress
SWD	12	46	47	20	58	50	0					83
ELL	56	59	63	65	80	75	35					77
AMI												
ASN	82			100								
BLK	47	65	56	47	70	68	59					
HSP	72	68	52	69	76	65	54					78
MUL												
PAC												
WHT	76	79		86	89		70					
FRL	60	66	57	58	76	69	52					76

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	59	42	57	54	36	55					56
SWD	16	45		21	58		45					30
ELL	53	64		60	63		52					56
AMI												
ASN	92			83								
BLK	52	30		41	30	10	39					
HSP	70	67	56	61	61	50	56					57
MUL												
PAC												
WHT	75			75								
FRL	57	52	38	48	46	32	46					55

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	68	68	58	63	66	47	59					79
SWD	29	45	38	29	50	56	17					
ELL	68	65	60	62	64	41	54					79
AMI												

2018-19 ACCOUNTABILITY 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	ELP Progress
ASN												
BLK	48	61	61	47	53	39	33					
HSP	73	70	57	65	67	51	63					81
MUL												
PAC												
WHT	79	74		82	87		85					
FRL	62	66	57	57	62	43	51					77

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	56%	6%	54%	8%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	75%	52%	23%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	63%	5%	59%	9%
04	2023 - Spring	60%	64%	-4%	61%	-1%
05	2023 - Spring	55%	58%	-3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The State Science Assessment showed the lowest performance with a score of 46%. There were new teachers to the grade level with some being first year teachers and first time teaching the science curriculum in fifth grade.

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

The State Science Assessment showed the greatest decline from 59% to 46%. This is due to the fact that there were teachers that were unfamiliar with the curriculum, the pacing, and classroom management.

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.

The State Science Assessment had the greatest gap when compared to the state average. The state average was 50% and our students averaged at 46%.

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

Reading showed the most improvement jumping from 65% to 70%. Professional Development was focused on differentiated instruction, teachers implemented intervention with fidelity, and interventionists pushed into classes containing the most intervention students.

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

Upon analyzing the EWS data, it was determined that potential areas of concern include attendance and the number of students achieving a Level 1 score on the statewide ELA and Math assessments. During the 2022-2023 school year, a total of 72 students (16 in first grade, 12 in second grade, 18 in third grade, 9 in fourth grade, and 17 in fifth grade) were absent for 10% or more of the school days. Furthermore, 37 students (5 in third grade, 8 in fourth grade, and 24 in fifth grade) scored at Level 1 on the statewide ELA assessment, while 48 students (2 in third grade, 15 in fourth grade, and 31 in fifth grade) achieved Level 1 scores on the statewide Math assessment.

It's worth noting that the highest number of absences and the largest group of students scoring at Level 1 on the ELA and Math statewide assessments were observed in the fifth grade. By addressing attendance issues, we anticipate a corresponding improvement in students' achievement levels.

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

Attendance
Instructional Practice- Science & Math
Instructional Practice- ELA
Positive Culture and Environment
Transformational Leadership

Area of Focus

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

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Science State Assessment, 46% of fifth-grade students scored proficient, which is slightly below the state average of 50% and the district average of 52%. Based on the data and the identified contributing factors related to the inconsistent science scores over the past few years, students' limited preparedness to excel in grade-level tasks, and the absence of engaging science activities, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of professional development, 56% of fifth grade students will score at grade level or above on the 2024 Science State Assessment by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Data Analysis of Science Topic Assessments will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Barbara Leveille-Brown (pr4381@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to the continuous fluctuation of the State Science Assessment for the past several years and teachers with lack of knowledge of the curriculum, the leadership team has determined that Instructional Support/ Coaching is necessary to support Science Teachers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administer training on utilizing the science laboratory and developing plans for conducting experiments every two weeks. Consequently, educators will commence the process of crafting and delivering purposeful and efficient Science Instruction.

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

By When: August 29, 2023

Educators will engage in Administrative/Teacher data discussions and further refine their lesson plans to incorporate Supplementary Science Curriculum. Consequently, teachers will employ manipulatives, real-world activities, and aligned resources, embodying the best practices in science instruction.

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

By When: August 29, 2023

Facilitate biweekly instructional planning sessions to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and share best practices. As a result, teachers will adjust instruction based on the students' needs.

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

By When: August 29, 2023

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, fifth-grade students exhibited a Mathematics proficiency rate of 60%, which represented the lowest proficiency percentage within grades 3 to 5. This figure can be contrasted with a proficiency rate of 68% in third grade and 62% in fourth grade. In terms of district-wide averages, third-grade proficiency was at 63%, fourth-grade proficiency stood at 64%, and fifth-grade proficiency was at 58%. When examining state-level averages, third-grade proficiency was 59%, fourth-grade proficiency was 58%, and fifth-grade proficiency was 54%. Based on the data and the contributing factors we have identified, which encompass learning gaps in foundational mathematical skills, a deficiency in grasping conceptual aspects of mathematical subjects, and a failure to tailor lessons to cater to students' individual needs, we will implement the Targeted Element of Differentiated Instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Differentiated Instruction, 63% of the 5th grade students will score proficient on the 2024 FAST Mathematics assessment by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats and classroom walk-throughs to ensure that rigorous differentiated instruction is taking place. Teachers will utilize iReady reports to monitor student progress and iReady Toolbox to adjust small groups instruction. Schoolwide Math Reflex competitions will be implemented to motivate and accelerate math fact fluency acquisition. Teachers will monitor Reflex Math reports to ensure student usage.

Person responsible for monitoring outcome:

Barbara Leveille-Brown (pr4381@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation Instruction, our school will focus on strategically identifying and grouping students based on the instructional needs identified through data collection. Differentiation planning and instruction will be driven by data results and data driven chats with instructional personnel.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

After FAST PM1/iReady PM1, teachers will conduct data chats with students to discuss results and set goals. As a result, students will create and utilize their Goal setting data worksheets to understand and monitor their learning.

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

By When: August 29, 2023

Teachers will use data from each Mathematics Topic Assessment to determine students who require small group differentiated instruction. Teachers will use the iReady Toolbox to select appropriate resources to reteach standards during Teacher led small group instruction. As a result, learning gaps will begin to decrease.

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

By When: August 29, 2023

Math Interventionist will implement small group interventions for tier 3 students to mitigate Math learning loss.

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

By When: August 29, 2023

Math Liaison will conduct Schoolwide Math Reflex competitions to boost Math fluency acquisition in grades 2nd thru 5th. Based on the competition, students will be rewarded using individual and/or class incentives for achieving their green light status and a 100% fluency. As a result, Mathematics fact fluency will increase.

Person Responsible: Ana Arias (ariasaa@dadeschools.net)

By When: August 29, 2023

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will target the Students with Disabilities Subgroup (SWD). This selection stems from our analysis, which revealed a decline or a lack of progress in the proficiency of our SWD Subgroup in both English Language Arts (ELA) and Science. According to our 2022 FSA data, we noted a modest 1 percentage point improvement in the proficiency of the ELA SWD Subgroup, rising from 30% in 2021 to 31% in 2022. However, this increase suggests limited advancement when compared to other grade levels: third grade decreased from 63% to 57%, fourth grade increased from 62% to 64%, and fifth grade rose from 67% to 73%. Additionally, there was a 1 percentage point decrease in Science achievement for the SWD group, with scores falling from 18% in 2021 to 17% in 2022. This contrasts with the overall proficiency of the fifth grade in the Science Statewide Assessment, which increased from 52% in 2021 to 58% in 2022. Based on the data and the contributing factors related to student readiness levels, which can hinder their ability to excel in grade-level tasks, as well as the presence of lesson plans lacking in high expectations, we will implement the Targeted Element of Collaborative Planning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of collaborative planning, the achievement proficiency of our SWD Subgroup in both ELA and Science will increase by a minimum of 3 percentage points (for a total of 34% in ELA and 21% in Science) by 2023-2024 state assessment by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will continually monitor the Students with Disabilities Subgroup. The results from Topic Assessment, i-Ready, and FAST Progress Monitoring data will be analyzed and used to address areas of concern. Bi-weekly review of data will ensure students are demonstrating progress on i-Ready, McGraw-Hill assessments, Progress Monitoring Assessments, and Topic assessments. Students will have the opportunity to participate in Extended Learning Opportunities through TALENTS and/or Title III tutoring. The Leadership Team will also participate in bi-weekly ELA and Science collaborative planning sessions with each grade level and will monitor collaborative planning sessions by providing agendas and sign-in sheets.

Person responsible for monitoring outcome:

Barbara Leveille-Brown (pr4381@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Students with Disabilities, our school will focus on the evidence-based strategy of Differentiated Instruction (DI). Differentiation will be used to address and meet the academic needs of all students. During Collaborative planning, participating teachers will tailor instruction to meet individual needs, by creating lessons that differentiate either by content, process, products, or the learning environment. Also, the use of ongoing assessment and flexible grouping will allow for students' success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will focus on the evidence-based strategy of Differentiated Instruction. Planning for differentiated instruction during collaborative planning will allow for participating teachers, members of the leadership

team, and administration to analyze student performance data and determine how the information will be used to drive future instruction. Grade-level teams and instructional facilitators will work together to plan lessons according to the areas of need. Lessons will be monitored for rigor and relevance. Administration and instructional coaches will support and assist teachers as needed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Use the provided district resources; pacing guides, McGraw-Hill resources, Science resources, Intervention Tools, and i-Ready to plan and create standards aligned lessons.

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

By When: August 29, 2023

Use i-Ready historical report, STAR report, and FAST report, and Science assessment results to identify students in need of early intervention.

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

By When: August 29, 2023

Focus on cross curricular lessons planning that incorporate science concepts and vocabulary.

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

By When: August 29, 2023

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the data from the Teacher Climate Survey, 42% of our teachers feel there is parent support and concern. The overall well-being of our students and families is a priority to engaging learners and ensuring their academic progress. Engaging families in school will contribute to improvement of parent support and involvement. Increased family engagement and involvement will lead to improved student achievement, decreased disciplinary issues, and improved parent/teacher relationships. Based on the data, we will implement the Targeted Element of Family Engagement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

An increase in family engagement opportunities will result in greater participation of parents in school-wide events and a stronger home-school connection. Teachers and students will benefit from the increase of parental engagement in student learning, leading to teachers' positive feelings of parents being involved and concerned about their child's learning. As a result, there will be an increase of 8 percentage points in the number of teachers who feel there is parent support and concern (from 42% to 50%).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Family engagement and participation will be monitored by the Community Involvement Specialist through sign-in rosters at school-wide and classroom events.

Person responsible for monitoring outcome:

Barbara Leveille-Brown (pr4381@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Family Engagement strategy will allow our students and families to develop a connection between the school and home. This will include increased support for children's learning and access to parent resources. Engaging families in their children's education will have a positive impact on the teacher's overall feeling of parental involvement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students and families will be invited to receive key information on school and district resources and events via the School Messenger, school website, and social media. As a result, a strong home-school communication will develop.

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

By When: August 29, 2023

Parents will be invited to the bi-monthly EESAC and PTA meetings. As a result, this will allow opportunities for parents to participate in the school's decision-making process and provide feedback.

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

By When: August 29, 2023

Stakeholders will assist and support parents through the use of Parent Academy webinars and trainings. As a result, this will allow parents to make informed decisions and equip them with tools to help their child succeed.

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

By When: August 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs at this school involves a collaborative and transparent approach, primarily facilitated through EESAC and PTA meetings. Here is a step-by-step description of the process:

1. Budget Review by Principal: The process begins with the Principal, who reviews the school improvement budget allocations. This is an essential step as the Principal has a comprehensive understanding of the school's goals and needs. The Principal assesses the available funds and considers the various areas where resources are required for school improvement.
2. EESAC and PTA Meetings: The Principal presents the budget allocations during EESAC and PTA meetings, which are attended by various stakeholders, including teachers, parents, and possibly community members. These meetings serve as platforms for open discussions about how to best allocate resources to support the school's improvement efforts.
3. Stakeholder Input: During these meetings, stakeholders are actively engaged and encouraged to provide input and suggestions regarding the allocation of funds. This input is invaluable as it represents the diverse perspectives and priorities of the school community.
4. Consideration and Voting: Any suggestions and recommendations from both the EESAC members and attendees are carefully considered. If necessary, these suggestions are put to a vote to ensure that resource allocation decisions are made collectively and with consensus among stakeholders.

5. Final Budget Presentation: Following the discussions, input, and voting, the finalized budget and the specific materials or resources that are to be purchased are presented during the subsequent EESAC meeting. An administrator, likely the Principal or a designated representative, shares the final decisions with the entire EESAC committee.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the 2023 STAR data, 41% of students from kindergarten to second grade scored below the 40th percentile. To be more specific, 52% of second-grade students did not meet the expected standards in their English Language Arts (ELA) assessment. This contrasts with the percentages of 32% in kindergarten and 40% in first grade. Based on the data and the contributing factors related to student readiness levels, which can hinder their ability to excel in grade-level tasks, as well as the presence of lesson plans lacking in high expectations, we will implement the Targeted Element of Collaborative Planning.

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

According to the 2023 FAST PM3 data, the ELA proficiency rates at our school were 74% for third grade, 67% for fourth grade, and 65% for fifth grade. These figures differ from the district's proficiency averages, which were 52% in third grade, 58% in fourth grade, and 56% in fifth grade, as well as from the state's proficiency averages, which were 50% in third grade, 58% in fourth grade, and 54% in fifth grade. Based on the data and the factors contributing to the inconsistent collaboration among teachers, as well as their struggle to consistently meet the standards' level of rigor, we will be implementing the Targeted Element of Collaborative Planning.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of Collaborative Planning, 51% of students in second grade will meet proficiency in the ELA 2023-2024 STAR State Assessment by June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of Collaborative Planning, 71% of students in grades 3-5 will meet proficiency in the ELA 2023-2024 FAST PM3 by June 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership team will participate in weekly professional collaboration sessions, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. Transformation coach will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of assessments, as well as the review of student work, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Cruz, Sonia, soniacruz@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards based professional collaboration sessions brings teachers together to learn from each other and share best practices. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of developed instruction, product reviews, and progress monitoring performance aligned to the B.E.S.T. ELA Standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Standards-Based Collaborative Planning will ensure teachers plan rigorous lessons aligned to the B.E.S.T. Standards that translate into effective delivery. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts, tier teachers for Coach/Teacher Collaboration, enhancements in instructional delivery, and student performance.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Administration and Reading Coach will meet with the k-5th grade teachers every quarter to conduct data chats. Topic of discussion will be on L25 students, student progress, SPED students and areas of concern and enrichment. As a result, we should see an increase of 3 percentage points on the i-Ready diagnostics from AP1 to AP2.	Cruz, Sonia, soniacruz@dadeschools.net
The K-5th grade teachers will meet weekly to plan lessons to ensure instructional delivery and assessments are aligned to the B.E.S.T. Standards. As a result, teachers will use various levels of Depth of Knowledge questioning to provide explicit instruction.	Santos, Edith, edsantos@dadeschools.net
The K-5th grade teachers will meet monthly with students to conduct data chats and have them complete data trackers to monitor their progress. As a result, students will show an increase of at least 1 percentage point with each district assessment completed.	Cruz, Sonia, soniacruz@dadeschools.net
The Reading Coach will conduct Coach/Teacher Collaborations with K-5th grade teachers to build teacher capacity in using evidence-based strategies within the lessons. As a result, this will facilitate more rigorous instruction and improved assessment scores.	Santos, Edith, edsantos@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

To ensure effective communication and dissemination of the School Improvement Plan (SIP), UniSIG budget, and School Wellness Program (SWP) to various stakeholders, including students, families, school staff and leadership, and local businesses and organizations, we have developed a comprehensive plan, which includes the following strategies:

1. Title 1 Annual Parent Meeting:
 - At the Title 1 Annual Parent Meeting, we will present an overview of the SIP, UniSIG budget, and SWP in easily understandable language.
 - Printed handouts summarizing key points will be distributed to parents.
 - A dedicated presentation segment will address how these initiatives benefit students, families, and the community.

2. EESAC Meetings:

- SIP, UniSIG budget, and SWP updates will be regularly included on the agenda of all EESAC meetings.
- Detailed progress reports and financial summaries will be presented and discussed.
- EESAC members will engage in discussions and provide recommendations.

3. Parent Resource Room:

- Hardcopies of the SIP, UniSIG budget, and SWP documents will be made available in the school's Parent Resource Room.
- Parents and stakeholders can visit the room at their convenience to review these documents.

4. Electronic Communication to Parents:

- Utilize electronic channels to disseminate information:
 - School Website: Maintain a dedicated section on the school's website for SIP, UniSIG budget, and SWP updates. (<http://perrineelementary.dadeschools.net/>)
 - Email Newsletter: Send regular emails to parents, summarizing progress and providing links to detailed information.

5. FAST Parent Night:

- Allocate a specific time during FAST Parent Night to discuss the SIP, UniSIG budget, and SWP.
- Engage parents through interactive activities that highlight the benefits and goals of these initiatives.

6. Community Involvement Specialist (CIS):

- The CIS will actively share information about the SIP, UniSIG budget, and SWP with parents:
 - Communicate regularly through phone calls, emails, and newsletters.
 - Offer one-on-one meetings with parents to address specific questions or concerns.

7. Social Media:

- Leverage the school's social media platforms (e.g., Facebook, Twitter, Instagram) to share highlights and updates related to the SIP, UniSIG budget, and SWP.
- Use engaging visuals, infographics, and videos to make information more accessible and appealing.

8. Local Businesses and Organizations:

- Establish partnerships with local businesses and organizations to disseminate information:
 - Invite representatives from local entities to attend school meetings where the SIP, UniSIG budget, and SWP are discussed.

By implementing this comprehensive dissemination plan, we aim to ensure that all stakeholders are well-informed about the SIP, UniSIG budget, and SWP and are actively engaged in contributing to their success.

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 Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

During both Title I and EESAC meetings, parents are invited to participate in the decision-making process of how funds for Title I will be used. Our Community Involvement Specialist, Ms. Lord will share materials, information brochures, and resource list available to the parents and families. Our school's webpage where the school's Family Engagement Plan is made publicly <http://perrineelementary.dadeschools.net/>.

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 III of the SIP. (ESSA 1114(b)(7)ii)

The school is committed to enhancing the academic program to increase the amount and quality of learning time and provide an enriched and accelerated curriculum for all students, with a specific focus on the ESSA subgroup, Students with Disabilities. Here's a detailed plan outlining how we intend to achieve these objectives:

1. Lesson Plans:

- Ensure lesson plans demonstrate strategies such as wait time, multi-sensory instruction, Modeling, Graphic Organizers, and UDL (Universal Design for Learning) strategies.
- Ensure lesson plans demonstrate higher order thinking and that the rigor of the standards are being met.
- Ensure lesson plans demonstrate scaffolding to help students reach the rigor of the standards.

2. Targeted Professional Development:

- Provide specialized professional development opportunities for teachers and staff working with students with disabilities.
- Training will focus on evidence-based instructional strategies, differentiated instruction, and assistive technology to better support these students.
- Encourage collaboration among general education and special education teachers to share effective practices.

3. Enriched and Accelerated Curriculum:

- Offer an enriched and accelerated curriculum that includes advanced coursework options for students with disabilities who are ready for greater academic challenges.

4. Individualized Support Services:

- Expand the availability of support services, such as speech therapy and counseling, to address the unique needs of students with disabilities.

5. Data-Driven Monitoring and Assessment:

- Implement regular, data-driven monitoring and assessment practices to track the progress of students with disabilities.
- Use assessment data to make timely adjustments to instruction and interventions as needed.

6. Parent and Family Engagement:

- Foster strong partnerships with parents and families of students with disabilities through regular communication, parent-teacher conferences, and workshops.
- Involve parents in the development and review of Individualized Education Programs (IEPs) and

learning plans.

7. Inclusive Practices:

- Promote inclusive practices where students with disabilities are included in general education classrooms to the greatest extent possible.
- Train general education teachers to implement inclusive strategies effectively.

8. Ongoing Evaluation and Adjustments:

- Continuously evaluate the effectiveness of these strategies and interventions for students with disabilities.
- Make adjustments based on assessment results, feedback from teachers and parents, and best practices in the field of special education.

Through these targeted initiatives and a commitment to inclusive education, we aim to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum that specifically supports the ESSA subgroup of Students with Disabilities. Our goal is to empower all students to reach their full potential and achieve academic success.

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 ESSA, 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). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

Dr. Henry E. Perrine Academy of the Arts is dedicated to providing a holistic education that goes beyond academic subjects, as outlined in ESSA 1114(b)(7)(iii)(I). The following is how we ensure counseling, school-based mental health services, specialized support services, mentoring, and other strategies to enhance students' skills outside of academics:

Counseling Services: At Dr. Henry E. Perrine Academy of the Arts, our certified school counselors offer personalized counseling to students, both individually and in group settings. These professionals help students address personal issues, develop conflict resolution skills, and make informed decisions.

School-Based Mental Health Services: We collaborate with mental health professionals to deliver on-site assessments, therapy, and intervention for students facing mental health challenges. This ensures that their emotional well-being is addressed effectively within our school environment.

Specialized Support Services: Our school identifies students with specific needs and provides tailored support services, including special education, speech therapy, and behavior intervention programs. This ensures that all students receive the support they require to succeed.

Mentoring Services: Dr. Henry E. Perrine Academy of the Arts offers mentoring programs that connect

students with caring adult or peer mentors. These mentors guide students, provide support, and serve as positive role models, helping students build self-esteem, set goals, and develop essential life skills.

Character Education: We integrate character education programs into our curriculum, instilling values such as respect and responsibility. These programs contribute to the development of social and emotional skills in our students.

Positive Behavior Interventions and Supports (PBIS): PBIS is a core part of our approach, creating a positive and nurturing school environment. PBIS involves teaching and reinforcing positive behaviors, setting clear expectations, and addressing any behavioral challenges that may arise.

Social-Emotional Learning (SEL) Programs: SEL programs are an integral part of our curriculum. They focus on teaching emotional intelligence, self-awareness, social skills, and responsible decision-making, equipping students with crucial life skills.

Family and Community Engagement: We actively engage parents and the broader community through workshops, outreach initiatives, and partnerships with local organizations. This collaboration enhances the support system available to our students.

Data Monitoring and Assessment: Dr. Henry E. Perrine Academy of the Arts collects data on student well-being and behavior to track progress and identify areas where additional support may be needed. This data-driven approach enables us to tailor interventions to meet the unique needs of each student.

Individualized Student Plans: For students facing significant challenges, we develop Individualized Education Plans (IEPs) or Individualized Behavior Plans (IBPs). These plans outline specific strategies and supports to address their needs effectively.

At Dr. Henry E. Perrine Academy of the Arts, we are committed to creating a safe, supportive, and nurturing environment where every student can thrive academically, socially, and emotionally. These comprehensive strategies reflect our dedication to providing a holistic education that prepares students for success in all aspects of life.

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. (ESSA 1114(b)(7)(iii)(II))

At Dr. Henry E. Perrine Academy of the Arts, we begin fostering career awareness early in elementary education. We introduce students to a wide range of professions and industries through age-appropriate activities, discussions, and visits from professionals in our community. Even at the elementary level, we encourage students to explore their interests and talents. Through fun and engaging projects, we help them discover their strengths and passions, laying the foundation for future career exploration. Our character education program emphasizes essential skills like responsibility, teamwork, and leadership, which are not only vital for success in school but also in future careers. We invite guest speakers, including parents and community members, to share their career experiences with our elementary students. These interactions help students understand the various paths they can take in the future. We hold special events like "Career Day" which promotes early goal-setting and enthusiasm for future education and careers. We actively involve parents in their child's education and future planning. We provide resources and guidance on how parents can support their children's academic progress and future aspirations.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Dr. Henry E. Perrine Academy of the Arts, we are committed to creating a safe and inclusive learning environment for all students. To prevent and address problem behavior and provide early intervening services, we have implemented a schoolwide tiered model that aligns with the Individuals with Disabilities Education Act (IDEA) and ESSA 1114(b)(7)(iii)(III). Here's how we achieve this:

1. Multi-Tiered System of Support (MTSS): Our school follows a multi-tiered approach that provides various levels of support based on individual student needs. This framework aligns with IDEA and ESSA guidelines.
2. Tier 1: Universal Supports: We begin with universal supports for all students. Our school fosters a positive and inclusive school culture through initiatives like Positive Behavior Interventions and Supports (PBIS). We establish clear behavioral expectations, offer character education, and promote a respectful and caring atmosphere.
3. Tier 2: Targeted Interventions: For students who require additional support, we provide targeted interventions. This may include small group counseling, social skills training, or behavior intervention plans. Our goal is to address specific behavioral challenges early on.
4. Tier 3: Intensive Supports: Students with more complex needs receive individualized and intensive supports. We collaborate closely with parents, special education teams, and external agencies to develop and implement Individualized Behavior Plans (IBPs) or Individualized Education Plans (IEPs) as needed. These plans outline specific strategies and services tailored to the student's requirements.
5. Early Intervening Services: Dr. Henry E. Perrine Academy of the Arts offers early intervening services to identify and support students who may be at risk for behavioral challenges. These services are provided promptly, aligning with IDEA requirements to address issues before they escalate.
6. Data-Driven Decision Making: We collect and analyze data on student behavior to inform our tiered interventions. This data-driven approach helps us identify trends, assess the effectiveness of our strategies, and make informed decisions about adjusting supports as needed.
7. Professional Development: We invest in ongoing professional development for our staff to equip them with the knowledge and skills needed to support students with diverse needs effectively. This includes training in behavior management techniques and inclusive practices.
8. Parent and Community Involvement: We actively involve parents in the intervention process. Regular communication and collaboration with parents ensure a holistic approach to addressing problem behavior.
9. Positive Reinforcement: Our school emphasizes positive reinforcement strategies to recognize and celebrate students' good behavior. This encourages a positive learning environment and motivates students to make positive choices.

By implementing this schoolwide tiered model, Dr. Henry E. Perrine Academy of the Arts strives to prevent and address problem behavior, support students with disabilities, and create an inclusive educational environment where all students can thrive academically and behaviorally. Our commitment to aligning with IDEA and ESSA guidelines ensures that we provide comprehensive and effective interventions to meet the diverse needs of our students.

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. (ESSA 1114(b)(7)(iii)(IV))

Dr. Henry E. Perrine Academy of the Arts places a strong emphasis on professional learning and support for all school personnel to enhance instruction, utilize academic assessment data effectively, and recruit and retain effective teachers, especially in high-need subjects. Here's how we address these aspects, tailored for an elementary school:

1. Professional Development: We offer ongoing professional development opportunities for teachers, paraprofessionals, and support staff. These sessions cover various aspects of instruction, curriculum development, and assessment strategies. They also focus on the specific needs of elementary education, including early literacy and numeracy.
2. Data-Driven Instruction: We empower educators to use data from academic assessments to inform their teaching practices. This includes training on how to interpret assessment results and adjust instruction to meet individual student needs. Regular data review meetings are held to collaboratively analyze and respond to student performance trends.
3. Differentiated Instruction: Our staff receives training in differentiated instruction to tailor lessons to diverse student abilities and learning styles. This approach ensures that every student receives appropriate support and challenges.
4. Early Literacy and Math Programs: We invest in specialized training for elementary teachers to strengthen early literacy and math instruction. These programs focus on evidence-based practices for foundational skills development.
5. Inclusive Education: Professional development includes strategies for inclusive education to support students with diverse learning needs. This helps create a more inclusive classroom environment.
6. Collaborative Learning Communities: We foster a culture of collaboration among our educators. Grade-level and subject-area teams meet regularly to share best practices, discuss challenges, and brainstorm solutions to improve instruction.
7. Mentoring and Induction Programs: New teachers and paraprofessionals benefit from mentoring and induction programs. Experienced educators provide guidance, support, and resources to help newcomers acclimate to the school community and develop effective teaching practices.
8. Parent and Community Engagement: We engage parents and the community in the educational process. Training and resources are offered to help teachers and staff build strong partnerships with families to support students' academic success.
9. Professional Learning Communities: Our school promotes the establishment of Professional Learning Communities (PLCs) where educators collaborate on curriculum development, assessment strategies, and instructional improvement.
10. Data-Driven Recruitment: We utilize data to inform our hiring practices, ensuring that we identify educators who are not only qualified but also a good fit for our school's culture and mission.
11. Teacher Retention Strategies: We implement strategies to retain effective teachers, such as providing opportunities for career advancement, ongoing professional development, and a positive work environment that values their contributions.

By focusing on these areas, Dr. Henry E. Perrine Academy of the Arts enhances the professional growth of its staff, maximizes the use of academic assessment data, and attracts and retains effective educators, particularly in high-need subjects. This holistic approach ensures that our elementary school provides high-quality instruction that meets the diverse needs of our students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Dr. Henry E. Perrine Academy of the Arts is dedicated to ensuring a smooth and successful transition for preschool children from early childhood education programs to our local elementary school. We recognize the importance of this transition, and we employ several strategies to assist young learners in this process:

Orientation and School Tours: We organize orientation sessions and school tours for incoming preschool students and their families. These events provide an opportunity for families to become familiar with the school environment, classrooms, and meet key staff members.

Parent Involvement: We actively engage parents in the transition process. Regular communication and meetings are held to address parents' questions and concerns, ensuring they are well-informed and comfortable with the transition.

Transition Meetings: We hold transition meetings between early childhood educators and elementary school teachers. These meetings allow for the exchange of information about each child's strengths, needs, and learning styles, ensuring a seamless transition between programs.

Developmentally Appropriate Curriculum: Our elementary school follows a developmentally appropriate curriculum that recognizes the diverse needs and abilities of young learners. This curriculum aligns with the principles and practices of early childhood education to provide a comfortable and stimulating learning environment.

Social-Emotional Support: We prioritize social-emotional support for preschool children transitioning to elementary school. Our teachers and support staff are trained to address emotional needs and provide a nurturing environment where children feel safe and supported.

Individualized Support Plans: For children with unique needs, we create individualized support plans. These plans outline specific strategies and accommodations to ensure a smooth transition and address any challenges.

Parent Workshops: We offer workshops and resources for parents to help them prepare their child for the transition. These workshops cover topics like school routines, academic expectations, and strategies for fostering a positive attitude toward learning.

Early Assessments: We conduct early assessments of incoming preschool students to identify their strengths and areas of growth. This information helps us tailor instruction to meet each child's needs from day one.

Responsive Teachers and Staff: Our elementary school teachers and staff are trained to be responsive to the unique needs of young learners, providing patience, encouragement, and individualized attention.

By implementing these strategies, Dr. Henry E. Perrine Academy of the Arts ensures that the transition from early childhood education programs to our local elementary school programs is as seamless as

possible. Our goal is to provide a positive and supportive start to a child's academic journey and foster a love of learning that lasts a lifetime.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes