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**Executive Summary Template School Accreditation**

***Description of the School***

Annabel C. Perry Pre-K-8 is located in the Southeast section of the city in Miramar, Florida. The school opened in 1969 and is a neighborhood school. The school serves 737 students in grades Pre-K through 8th grade. The demographics includes: 2% White, 81% Black, 14% Hispanic, 1% Multi-Racial. Twenty percent of our student population is enrolled in the ESE Program 92% of our students are on Free/Reduced Lunch. The staff composition makes up is reflective of the school population. The demographic has not changed much in the last three years. One of the challenges we have encountered is the transitioning from elementary PreK-5 to a PreK-8th grade Combination over the last three years. Another challenge we face is the physical structural makeup of the facility.

Annabel C. Perry Pre-K – 8 is in the candidacy phase for the International Baccalaureate (IB) program. During this phase, teachers and staff work diligently to master the five essential elements of the I.B Primary Year Program (PYP) curriculum. The I.B. PYP is expressed throughout the school to ensure all staff members and students are aware and knowledgeable of the I.B. program. We have a partnership with Sassy Sisters who provide student uniforms to students in need, Reading Pals, who reads with students in first grade, faith-based organizations who provide services throughout the year, and Wells Fargo. Another business partner that assists our students and community on a weekly basis is Pack-A-Sack. They provide meals on the weekend for under-privileged students to make sure every student focuses on a successful education. Our daily business partner is the Y.M.C.A. This organization provides our families with after-school childcare that includes extra-curricular activities, tutoring, and a hot meal. Under Safety, Music, & Art Athletics Renovation and Technology Initiative, students in grades 5 through 8 have a one-to-one laptop device.

***School’s Purpose***

Our mission at Annabel C. Perry PreK-8 is to provide “A Culture of Caring”to all stakeholdersin a safe and nurturing environment by being open-minded about other cultures, showing compassion toward others, and reflecting on individual behaviors to promote internationally-minded people.

Annabel C. Perry PreK-8 is dedicated to meeting the educational needs of all students in a safe learning environment. Our teachers are caring professionals who are committed to excellence. We specialize in developing accelerated and rigorous coursework that is designed to meet college and career readiness expectations. Lessons are designed to elevate our school to new levels and prepare our students to compete in a global society. Our goal is to prepare students for the challenges and rigor necessary for high school graduation. We are an exemplary school that provides the highest quality education for all students through a world-class education. We are dedicated to student learning and we work together with parents and community through our SAC/SAF to develop a School Improvement Plan (SIP) that focus on school goals to promote student achievement. Our partnerships with parents, community, and businesses, enhance student achievement with the involvement of all stakeholders. We are all accountable for improving student achievement. Through our Professional Learning Communities (PLC’s) we support our teachers by providing specific strategies, interventions, enrichments, and resources that focus on Marzano’s High Yield Strategies.

To create “A Culture of Caring,” which is essential for teaching and learning, we provide Professional Development (PD) to enhance teachers’ knowledge and instruction thus impacting students’ learning. We have a School Resource Officer (SRO) and a full time Security Specialist on our site each day. In addition, we have a safety team to ensure a safe environment for our faculty and students. We organize and facilitate annual Anti-bullying training for all stakeholders in order to provide a safe and positive learning environment for all students, staff, and faculty.

Annabel C. Perry PreK-8 is committed to promoting cultural diversity and reinforcing the positive tenets of character education in a democratic society. Our mission is for all students to learn and meet their individual needs. We have an established and effective data system to monitor students who are in the Response to Intervention (RtI) process by appropriately identify students who need tiered interventions. This ensures that the appropriate interventions are implemented on each tier to increase student performance.

***Notable Achievements and Areas of Improvement***

One area of achievement that is notable at Annabel C. Perry PreK-8 is in our Florida Standards Assessment (FSA) Scores. English Language Arts (ELA) proficiency was 41 points. The number of students showing learning gains (LG) were 54% and the lowest 25% showed 55% learning gains. Our students were 41% proficient in Mathematics. The percentage showing learning gains (LG) was 47, and the lowest 25% showing learning gains was 36%. In Science, the proficiency score was 34%. Civics proficiency was 52% and the acceleration points that were earned for the 2017-2018 school year was 40.

An area of improvement is in the implementation of our IB program. Teachers and students equally are increasingly developing international-mindedness through the expansion of inquiry skills, being more knowledgeable and caring about self, other, and the world at large.

Another area for improvement that the school is striving to achieve in the next three years is in closing the achievement gap in all aspects of the learning process. Literacy Coaches, Assistant Principal, and Guidance Counselor has been added to the faculty and part of the school’s staff. These personnel are in-charge of elementary and middle school respectively. This addition in our staff will ensure that the needs of all students ranging from PreK-8 are being met on a consistent basis.

Teachers will provide opportunities for students to learn how to read and understand science-based literature and informational text using researched based materials. We are and will continue to create and monitor standard aligned ELA goals for the SIP by analyzing student data to determine areas that need improvement. We have created specified plans to remediate, reteach and/or enrich to increase student achievement in all content areas. To enhance effective note-taking and summarizing skills, teachers incorporate FSA reading stems and summarizing activities into their lessons as well as Marzano’s High Yields Strategies, Depth of Knowledge the Super Seven Elements, (DOK levels 1-4), and Keystone units (3rd grade) to enhance research based effective strategies. We provide Extended Learning Opportunity (ELO) camps to reinforce and reteach our students. Technology Software Programs have been purchased to provide students with opportunities beyond the school day to remediate and enrich their skills. Teachers utilize the computer program I-Ready to ensure lessons are aligned to each student’s specific need. Online test simulations are conducted throughout the school year to address standards taught using the Standard Mastery Resource. All teachers create Common Formative and Summative Assessments to ensure rigorous content is assessed. Teachers continuously analyze test data related to student performance in all content to enforce data driven instruction. They promote technology education using researched based programs such as, I-Ready and Star Fall to provide our students with a plethora of learning opportunities and resources.

In grades K-8 grade, writing is cross-curricular. Writing is infused in all content areas. Students analyze information to explain their understanding of concepts and ideas across all through journals and reflection logs. Once a skill is taught, mock assessments are given, and students are provided with detailed and specific feedback from their teachers.

Students need help communicating their understanding of science concepts. Writing is infused into science classes regularly by having students draft and write laboratory reports and/or reflection journals. Students need to see real-life relevance of science through inquiry learning.  Teachers incorporate science-based magazines and journal articles into class activities to establish a research progression plan. This plan engages in an inquiry-based project that integrates technology, thinking, social, communication skills, self-management, and research skills to motivate students to increase learning. Each teacher in grades PreK-4 is responsible for teaching science. Grades 3 through 5 are specialized classes where each teacher is responsible for teaching individual subjects. Even though one or two subjects are taught in each class, there is a cross curricular flow between subject connections. Regular classes infuse science within their IB unit planners through center inquiries. Formative and summative assessments follow the districts pacing chart for science. Once each unit is taught, benchmark assessments are administered, and students receive feedback on their performance.

In our changing world there is a need for global focus for our students.  Teachers incorporate PYP and MYP standards and inquiry learning along with district curriculum and state standards. Teachers meet in PLC’s to discuss strategies for infusing global focus topics and alignment. The PYP prepares our students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.

We manage a school-wide math fluency initiative through IReady that positively impact proficiency for all students. The students are provided with fun and exciting way to increase their fluency. To support mathematics, we plan to continue facilitating professional growth activities such as B.U.I.L.D a math center management system that is used in small group instruction targeting the mathematics portion of the school improvement goals for teachers in grades K-5. Math is taught in small groups to provide students with appropriate support and learning strategies. It is critical for teachers to facilitate small group instruction based on the instruction and needs of the students. It increases their knowledge and proficiency because small group instruction is a highly effective differentiating strategy that targets individual needs and provide immediate feedback.

Throughout the school year we coordinate ongoing cross-curricula and lateral grade level planning of standard, DOK, rigorous centers (with standards, directions, exemplars and differentiated activities, journal), writing, differentiated instruction, and eight mathematical practices to enhance instructional delivery and enrich the learning experience.

**Additional Information**

At Annabel C. Perry PreK-8, all students are acclimated to a safe, and productive student- based learning environment. Students in grades 4-8 have a laptop and are exposed to technology lessons. Selected classrooms across all grade levels are equipped with Promethean, Smart Boards, Record-Ex devices, and Active Tables. Technology resources are being leveraged throughout the school to provide equity to all learners.

We will have a Middle School Student Government Association that is conducted by student leaders and supervised by adult sponsors. It provides leadership opportunities for our students in the school, and the community. At Annabel C. Perry PreK-8 we provide equal opportunities for all students by utilizing our Title I grant funds. We have accelerated courses available for our Middle School students that provide opportunities to take high school credits. We are currently offering Honors Algebra I and Spanish I and II courses.

Teachers utilize Best Practices during teaching and learning to increase student achievement. Authentic PLC’s coupled with PD’s provide support and assist teachers in the content areas to meet their individual goals, as indicated on their Professional Growth Plans. As a result, teachers provide data driven instruction which drives student achievement. The curriculum is planned using analyses of assessment data. From here, teachers reflect on teaching and learning to determine the levels of success. Through consistent monitoring, adjustments are made to increase both areas to ensure that we close the learning/achievement gap.