

Miami-Dade County Public Schools

Neva King Cooper Educational Center



2021-22 Ungraded Schoolwide Improvement Plan

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Neva King Cooper Educational Center

151 NW 5TH ST, Homestead, FL 33030

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

Demographics

Principal: Tracy Roos

Start Date for this Principal: 5/12/2012

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Neva King Cooper Educational Center is to give all of our students the tools needed to communicate independently, enhance normalization, and grow/develop to their maximum potential. This will take place through the use of assistive technology, individualized curriculum, and the assistance of our greatest asset, our stakeholders.

Provide the school's vision statement.

Neva King Cooper Educational Center is committed to providing innovative learning experiences and educational excellence to all.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Neva King Cooper Educational Center (NKCEC) is a specialized center school in Miami-Dade County Public Schools that focuses on educating students with significant intellectual disabilities. Neva King Cooper Educational Center is a Title I center school that receives students from the southern-most end of Miami-Dade County. Neva King Cooper Educational Center is located in Homestead, Florida. It is comprised of teachers, paraprofessionals, a social worker, physical/occupational therapists, staffing specialist, program specialist, clerical staff, food service staff, custodial staff, an assistant principal, and a principal. Contracted nursing and respiratory therapy services are provided to students who require this assistance to access their educational needs as documented on the Individual Educational Plan (IEP). All instructional staff are state certified. Forty-two percent of instructional staff have advanced degrees.

School Leadership Team

Membership

Identify the name, email address, 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
Roos, Tracy	Principal	Provides leadership to the ESE Center School community of students and faculty. Oversees all operations and procedures of Neva King Cooper Educational Center.
English, Jodi	Assistant Principal	Assist the school principal in providing leadership to the ESE Center School community of students and faculty. Assist in supervising staff at Neva King Cooper Educational Center
Guzman, Jeannette	Teacher, ESE	ESE Teacher-Provides instruction to students with significant cognitive disabilities.
Majana, Candace	Staffing Specialist	ESE Staffing Specialist-Facilitates IEP, Evaluation/Re-evaluation meetings
Forbes, Carla	Teacher, ESE	ESE Teacher-Provides instruction to students with significant cognitive disabilities.
Brown, Darwin	Teacher, ESE	ESE Teacher-Provides instruction to students with significant cognitive disabilities.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Saturday 5/12/2012, Tracy Roos

Number of teachers with professional teaching certificates?

20

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

20

Total number of students enrolled at the school.

88

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

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	3	2	2	2	3	8	4	3	9	3	6	43	88
Attendance below 90 percent	0	1	1	0	0	1	3	1	1	4	2	3	13	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	3	2	1	2	3	4	3	4	10	3	7	11	35	88
Attendance below 90 percent	1	1	0	0	1	2	0	2	4	2	3	6	7	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD											
FRL											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		20			23						
BLK		8			10						
HSP		36									
FRL		21			22						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	40%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Our Area of Focus during 2018-2019 was English Language Arts (ELA). A professional learning system was created which included Learning Walks, Best Practices and Department meetings. Administration scheduled meetings to ensure instructional ELA strategies were specific to achieve results and ensure staff was held accountable for student achievement in ELA to support the Primary Essential Practice of Writing Across the Curriculum. All subgroups: Students with Disabilities, Economically Disadvantaged Black/African American and Hispanic subgroups were monitored.

Based on the 2018-2019 FSAA ELA data there was a significant decrease in grade 4 achievement scores. Twenty-five percent of the 5 students that took the FSAA ELA Assessment scored a Level 1, compared to the 2017-2018 where 50% of the 5 students scored a Level 1. Demonstrating a decrease of 25 percentage points. Teachers need to focus on standards-based instruction as well as integrating technology into the classroom. Student's intellectual disabilities and limited communication were contributing factors. Classroom Walk-throughs, Data Chats, and Student Portfolios were used to monitor student progress.

Based on the 2020-2021 FSAA ELA grades 5-8 data there is an increase, fifty-seven percent of the 7 students that took the FSAA ELA Assessment scored a Level 2, compared to the 2018-2019 where twenty-nine percent of the 28 students scored a Level 2. Contributing factors are the teachers who focused on standard based instruction and integrating technology. In addition, student's intellectual disabilities and limited communication were contributing factors. Classroom Walk-throughs, Data Chats, and Student Portfolios were used to monitor student progress.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Based on 2019 data findings:

The majority of our 2019 ELA Subgroups Learning Gains increased by 20 percentage points in comparison to the 2018 FSAA where there was a 25 percent increase in ELA learning gains.

We created a collaborative department planning schedule that allotted time to plan. Leadership team members will now attend weekly department planning sessions and contribute to conversations with individual departments to carefully align resources.

Based on 2021 data findings:

The majority of our ELA Subgroups Learning Gains increased by 33 percentage points in comparison to the 2019 FSAA where there was a 40 percent increase in overall ELA Learning Gains.

We created a collaborative department planning schedule that allotted time to plan. Leadership team members will now attend weekly department planning sessions and contribute to conversations with individual departments to carefully align resources. In addition, we will continue to look at the data to see where additional interventions are necessary along with the infusion of hands-on learning along with communication software, manipulatives, and academic vocabulary to improve communication in all ESSA subgroups.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Based on the 2018-2019 FSAA English Language Arts (ELA) data there was a significant decrease in grade 8. Seventy percent of the students who took the FSAA English Language Arts Assessment scored at a Level 2, as compared to the 2017-2018 where 88% of the students scored a Level 2 on the FSAA ELA assessment. This demonstrated a decrease of 18 percentage points.

Based on the 2020-2021 FSAA Civics data, there was no improvement as one hundred percent of the students that took the FSAA Civics Assessment scored at a Level 1, the same as the 2018-2019 where one-hundred percent of the students also scored a Level 1. This demonstrated no improvement was made.

The factor that contributes to this data is that teachers need to focus on standards-based instruction as well as integrating technology into the classroom instructional approach. An additional contributing factor is that the students' have intellectual disabilities and lack communication skills.

For the last 3 years, we have focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating an interactive learning environment to help meet the needs of our L25 subgroup. We will also develop teachers using hands-on learning strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. Classroom Walk-throughs, Data Chats, and Student Portfolios were successfully used to monitor student progress.

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

Based on 2019 data findings:

The school comparison shows a decrease in the Achievement gap widening for ELA.

All ELA Subgroups increased.

All ELA Subgroups Learning Gains increased for Black/African American students 7.7% and Hispanic students 35.7%.

All ELA Subgroups Learning Gains L25 showed an increase across all levels.

All Math Subgroups overall Learning Gains and Learning Gains of the L25 increased by 10%.

All Science Subgroups overall Learning Gains and Learning Gains of the L25 increased.

Based on 2021 data findings:

The school comparison shows a decrease in the Achievement gap for Math and Science.

All ELA Subgroups Achievement decreased.

All ELA Subgroups Learning Gains show no significant changes.

All ELA Subgroups Learning Gains of the L25 showed a decrease across all levels.

All Math Subgroups overall Learning Gains and Learning Gains of the L25 increase by 12.7%.

All Science Subgroups Achievement levels increased.

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

Hands-On Instruction, Interactive Learning Environment, Differentiated Instruction, Standards-Based Instruction, and Collaborative Planning.

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

The PLST will develop whole group sessions and job-embedded sessions on using Hands-On instruction by (September/21), Aligning Hands-On instruction to small group instruction (October/21), and develop Interactive Learning Environments in the classroom by (November/December/21),

making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Data chats will also be implemented individually with teachers to support specific needs (ongoing).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

To address the Academic Programs data, we selected the Instructional Practice Area of Student Engagement. Based on the data review, our school will implement the Targeted Element of Student Engagement with an emphasis of Learning Gains for the L25 subgroup. Focusing on the area of Instructional Practice, including student engagement, will provide the physical demonstrations and support through use of tools such as assistive technology for the L25 to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome:

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

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

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 walk-throughs to ensure quality instruction is taking place. This data will be analyzed on a bi-weekly basis during leadership team and department meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Tracy Roos (pr0921@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Hands-on Learning. Hands-on learning will assist in accelerating the learning gains of our L25 as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations along with the use of portfolios.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Hands-on learning will ensure that teachers are using relevant, recent, and aligned techniques to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

8/31-10/11-Bi-monthly professional development focused on standards-based planning using hands-on learning strategies to ensure grade appropriate goals and pacing is utilized across the curriculum.

Person Responsible

Carla Forbes (cforbes@dadeschools.net)

8/31-10/11-Professional development will be held monthly with the staff to discuss the school wide vision incorporating S.T.E.A.M. activities.

Person Responsible

Jeannette Guzman (jmguzman@dadeschools.net)

8/31-10/11-Facilitate a common planning day on a bi-weekly basis to collaborate with colleagues and ensure alignment with grade level standards and pacing guides.

Person Responsible

Darwin Brown (dabrown@dadeschools.net)

8/31-10/11-During weekly department meetings, department chairpersons will include hands-on learning best practice strategies to focus on instructional standards and use of the pacing guide.

Person Responsible Jodi English (jenglish@dadeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome:

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

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

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 quality instruction is taking place. Administrators will schedule meetings with teachers to ensure instructional strategies are specific to differentiation for all sub-groups. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. A professional learning system will be created to include Learning Walks, Best Practices, and department meetings. Data from student portfolios and teacher data binders 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.

Person responsible for monitoring outcome:

Tracy Roos (pr0921@dadeschools.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Interactive Learning Environment. Instruction in an Interactive Learning Environment will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students' needs. The Interactive Learning Environment will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

8/31-10/11-Monthly professional development will be scheduled geared toward interactive learning strategies using assistive technology in the classroom to meet the needs of all students.

Person Responsible

Carla Forbes (cforbes@dadeschools.net)

8/31-10/11-Bi-monthly trainings will be given on technology innovations and programs to use in the classroom for students with special needs.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

8/31-10/11-Weekly department meetings will be conducted to share best practices that are geared to interactive learning and integrating assistive technology within the classroom.

Person Responsible Candace Majana (cmajana@dadeschools.net)

8/31-10/11-A monthly school-wide S.T.E.A.M. activities calendar will be created in order to incorporate an interactive learning approach through the use of technology with a hands-on approach.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the Targeted Element of Positive Behavior Intervention and Supports. Through our data review, students who struggle with on task behavior are not meeting expectations for learning gains as well as proficiency. We recognize the need to tailor our PBIS initiatives and improve in making connections with families and the community to ensure we create a positive environment.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Positive Behavior Intervention and Supports, our students will receive quality instruction that will contribute to improved student outcomes. Adequate measures of student behavior will be established with consistent student incentives. With the improvement of student behavior, students will demonstrate a two percent increase in the 2022 State Assessments.

Monitoring:

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

The Leadership Team will plan regular incentives to promote consistent implementation of PBIS. This will be monitored bi-weekly during department meetings and monthly staff surveys. The Leadership team will review the data monthly and reward or encourage students and staff with various PBIS incentives. To ensure we are on track to meeting the outcome above, this data will be discussed during leadership meetings and data chats with teachers. Parent contact will also be made when necessary.

Person responsible for monitoring outcome:

Jodi English (jenglish@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Positive Behavior Intervention and Supports, our school will focus on the evidence-based strategy of PBIS. PBIS Initiatives will assist in improving and supporting appropriate student behaviors to create positive school environments. Student behavior will be monitored on a weekly basis in order to ensure proactive strategies of support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS Initiatives will assist in decreasing the number of students off task. The initiatives will provide the Leadership Team with a systematic approach to identify behavior issues, remediation, and rewards.

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.

8/31-10/11-The PBIS Leadership team will develop picture/symbols and posters with school-wide expectations for classrooms and common areas to make sure it is consistent throughout the entire school.

Person Responsible

Candace Lara (cmanja@dadeschools.net)

8/31-10/11-Monthly PBIS Leadership Team meetings will be held to collaborate on the school-wide PBIS plan and focus on student behavior in the cafeteria.

Person Responsible

Jodi English (jenglish@dadeschools.net)

8/31-10/11-Success tickets will be utilized to recognize student success within the classroom. These tickets will be turned in to be raffled at the end of each month for prizes.

Person Responsible

Darwin Brown (dabrown@dadeschools.net)

8/31-10/11-The PBIS Leadership team will develop positive social stories on classroom behaviors which will be used to increase social/emotional development.

Person Responsible

Carla Forbes (cforbes@dadeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. Leadership specifically relating to Leadership Development

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we will be using the Targeted Element of Leadership Development. Teachers in the building feel that the overall morale of the school could be better. The school administration listens and are supportive but some staff members feel they do not have a voice in the activities. Therefore, we want to have school-wide initiatives and ensure all staff feel as if they have a positive membership in the school community. By involving all staff in school-wide initiatives and allowing them the opportunity to contribute to the school, student success is positively impacted.

Measurable Outcome:

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

If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided with the opportunity to contribute to school-wide events through monthly meetings. Teachers will participate in different aspects of meetings presenting ideas to plan events and activities. The 2022 School Climate Survey will show an increase in overall staff morale by 10 percentage points.

Monitoring:

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

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership and therefore increase staff morale. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

Tracy Roos (pr0921@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of promoting the morale and performance of the team. By creating an incentive program and involving teachers in rewards for positive performance and positive reinforcement, we hope to increase the team's morale. Team leaders within the building will provide a summary of activities on a monthly basis at leadership team meetings in order to track progress.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Involving staff will assist in including teachers within the building to carry out the vision, mission, and problem solve. Throughout this process, the Leadership Team will create "buy-in" and bring creative and innovative solutions to increase the overall morale of the entire school.

Action Steps to Implement:

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

8/31-10/11-Leadership opportunities will be provided among the staff for various activities throughout the school year (Open House, Hispanic Heritage Month, STEAM activities, Million Orchard STEAM Lab, etc.) to build leadership capacity.

Person Responsible

Tracy Roos (pr0921@dadeschools.net)

8/31-10/11-Surveys will be sent to staff to gain information on classroom resource needs. The survey findings will assist the Leadership Team determine the needs of the staff.

Person Responsible Tracy Roos (pr0921@dadeschools.net)

8/31-10/11-Weekly department meetings will be scheduled to discuss grade-level needs for instructional materials.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

8/31-10/11-The leadership team will meet on a bi-weekly basis to discuss overall staff morale and resolve any issues that were brought to the attention of any member of the team.

Person Responsible Jodi English (jenglish@dadeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within our school culture and environment are in Physical and Emotional Safety, Support, Relationships, and Care. Our school creates activities throughout the year to engage with parents and families in order for them to have the information to support their children. Students are supported through the PBIS program where they are paired with a team of teachers and staff members who monitor their successes on a regular basis. This team supports the social, emotional, and academic progress of the students. The staff are provided opportunities to take part in school-wide team building activities and come together to share celebrations of success during informal gatherings. We provide an open door policy in order for all stakeholders to provide continuous feedback and suggestions to the Leadership Team. We ensure all information is provided to stakeholders through our calendar and updates along with weekly department meetings in order for there to be a consistent way to connect with others. We continue to build on our activities in ensuring all of our classrooms are highly engaging and supportive of our student's overall wellbeing.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Staffing Specialist, Program Specialist, and Teacher Leaders (our School Leadership Team). The Principal's role is to monitor and oversee all of the school wide teacher and student initiatives along with responding to concerns with morale by planning team building and morale boosting activities. The Assistant Principal will monitor the PBIS program and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for connecting and building relationships with students, parents, and families.