

Miami-Dade County Public Schools

Cope Center North



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
R.A.I.S.E	0
Positive Culture & Environment	0

Cope Center North

9950 NW 19TH AVE, Miami, FL 33147

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

Demographics

Principal: Ebony Dunn N

Start Date for this Principal: 7/12/2017

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: Maintaining 2020-21: No Rating 2018-19: Commendable 2017-18: Maintaining 2016-17: Maintaining
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.

Continuing Opportunities for Purposeful Education (C.O.P.E.) Center North endeavors to create a culture where children are nurtured, supported, educated and respected. Throughout the school year we challenge our students to use the discovery process to learn more about themselves while simultaneously constructing an understanding of subject matter imparted via simulations, demonstrations, explicit explanations and representations. The C.O.P.E. community teaches self and parental awareness as well as social responsibility. Our faculty and staff prepare our students to transform the world beginning with their own well-being, reaching forward to transform their community, their state and the universe.

Provide the school's vision statement.

Continuing Opportunities for Purposeful Education (C.O.P.E.) Center North empowers students to become change agents that enter the real world equipped with knowledge, expertise, consciousness, values and social justice mindfulness. Our students are the innovators, leaders, entrepreneurs, engineers and pioneers of the 21st Century.

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

The purpose of the teen parent program is to provide uninterrupted learning opportunities for expectant youth and teen parents who volunteer to attend one of the two C.O.P.E. centers in Miami-Dade County. In addition to our middle and high school students matriculating through the traditional Miami-Dade County Public School System curriculum, our students benefit from health care education, child-care training, parenting skills, prenatal/post-partum instruction, family planning counseling, community-based support and career and technical education. To complement our program, transportation, child care, and social services are provided.

Our dedicated faculty and staff are committed to excellence and ensuring the academic and social success of all students.

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
Dunn, Ebony	Principal	<p>The job duties and responsibilities of the principal are to oversee all aspects of the daily operational and academic functions of the school-site.</p> <p>The principal is also responsible for monitoring the leadership team to ensure proper implementation and execution of all components of the SIP.</p>
Bryant-Clayton, Monique	Administrative Support	<p>The job responsibilities and duties as it relates to SIP implementation include monitoring and analyzing the outcomes of each area of focus within the planning for improvement section.</p> <p>Duties and responsibilities also include modifying areas of improvement within each area of focus and ensuring consistent implementation within those areas that increase academic performance.</p> <p>Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.</p>
Rodriguez, Teresa	Teacher, K-12	<p>The job responsibilities and duties as it relates to SIP implementation include communicating with faculty and staff the core foci and implementation of the planning for improvement section.</p> <p>Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.</p>
Walker, Nicole	School Counselor	<p>The job responsibilities and duties as it relates SIP implementation include monitoring and analyzing the outcomes of each area of focus within the positive culture and environment section.</p> <p>Duties and responsibilities also include modifying areas of improvement within each area of focus and ensuring consistent implementation within those areas that support the mental health of all stakeholders and provide an overall sustainable and positive culture.</p> <p>Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section.</p> <p>Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.</p>

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information**

Principal start date

Wednesday 7/12/2017, Ebony Dunn N

Number of teachers with professional teaching certificates?

9

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

7

Total number of students enrolled at the school.

25

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

0

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

0

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	0	0	0	0	0	0	0	1	2	3	7	13	26
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	3	5	9	18
One or more suspensions	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	1	7	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	2	4	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	1	3	10	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	1	0	2	10	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	1	0	0	0	2

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	1	0	1	3	11	16

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	2

Date this data was collected or last updated

Wednesday 6/30/2021

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	0	0	0	0	0	0	0	0	1	3	5	10	13	41
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	4	5	8	24
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	1	6	5	12
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	3	3	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	3	9	4	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	1	2	9	4	17

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	1	1	3	10	5	20

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	71%	-54%	70%	-53%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

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
HSP											
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
BLK											
FRL	15	45		17	50						
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	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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?

Areas of focus from the previous school year include: Increasing technology integration, 21st Century Learning, and Interventions/RTI Programs. Progress monitoring for low performing ESSA subgroups in place were IREADY Diagnostic and Growth Assessments, Florida Assessment for Instruction in Reading (FAIR), Mid Year Assessments, Topic Assessments, Data Chats with the students, and disaggregating data during common planning.

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

The area of most improvement was shown in mathematics with 13% increase in the average percent correct for

Algebra I and 18% increase in the average percent correct for Geometry.

New actions that were implemented in mathematics included: Students received individualized support during intensive math.

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?

Despite favorable growth, Algebra I continues to be the area of greatest need of improvement.

The problematic area was Algebra and Modeling.

The basis for this conclusion was the FSA Algebra 1 EOC data for Spring Retake 2021.

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

Opportunities for growth emerge in foundational skills across the grade levels, subgroups and core content areas.

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

Incorporate collaboration with content areas and electives to include practice of real life mathematic skills.

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.

Professional development opportunities will give teachers examples of how to infuse real life mathematical skills during classroom instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

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

Given the transition to new B.E.S.T. Standards, instructional staff will be provided opportunities for development to prepare for the full implementation in academic year 2022-2023.

Measurable Outcome:

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

By the end of school year 2021-2022, 100% of instructional staff will be trained for full implementation of the B.E.S.T. Standards.

Monitoring:

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

The PLST will ensure that all instructional staff are properly trained in Florida B.E.S.T. Standards by conducting a lesson study related to the area of content focus.

Person responsible for monitoring outcome:

Monique Bryant-Clayton
(mbryant@dadeschools.net)

Evidence-based Strategy:

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

Instructional staff will collaboratively plan, execute, and revise a lesson based on strategies learned from a Professional Development on a content specific benchmark.

Rationale for Evidence-based Strategy:

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

Our rationale for conducting lesson studies is to ensure 100% of our staff is knowledgeable, exposed and experienced with delivering the B.E.S.T. standards to our students.

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.

Instructional staff will participate in a district and/or school in-service on the B.E.S.T. Standards.

Person Responsible

Nicole Walker (nwalker@dadeschools.net)

Instructional staff will turnkey the professional development in-service information and resources to faculty and staff on B.E.S.T. Standards.

Person Responsible

Nicole Walker (nwalker@dadeschools.net)

Faculty will be introduced to lesson study practices through digital educational resources and PLST District Office.

Person Responsible

Monique Bryant-Clayton
(mbryant@dadeschools.net)

Faculty will choose a B.E.S.T. Standards strategy and deliver a lesson study based on the strategy collaboratively selected.

Person Responsible

Monique Bryant-Clayton
(mbryant@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

Monitoring ESSA Impact will include analyzing a pre/post test based on the content delivered during the lesson study.

ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

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

According to the Early Warning System Indicators Report (EWS) our critical need is supporting students with 15 or more absences from the previous school year.

Measurable Outcome:

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

According to the Power Bi data 84% of our students had 15 or more absences for 2020-2021 school year. We will decrease the amount of students with 15 or more absences by 15 percentage points by the end of the 2021-2022 school year.

The students will be monitored closely by the Attendance Review Committee (ARC).

Monitoring:

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

Student attendance will be closely monitored by tracking home visits, retrieving and analyzing daily attendance bulletins, following up with classroom attendance and conducting attendance chats with teachers, students and parents.

Person responsible for monitoring outcome:

Nicole Walker (nwalker@dadeschools.net)

The evidence-based strategies for our school are Attendance Initiatives. Attendance Initiatives will reduce the number of absences for our student population.

Evidence-based Strategy:

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

The Attendance Initiatives will be implemented and monitored on a daily, weekly and monthly basis through the Attendance Review Committee (ARC) to increase student achievement and caretaker involvement.

Rationale for Evidence-based Strategy:

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

Based on our data, the targeted Attendance Initiatives strategy, shows a positive correlation between the number of instructional contact hours and student academic performance.

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.

The Daily phone calls will be initiated by the Attendance Task Force.

Person Responsible

Kecia Smith (keciasmith@dadeschools.net)

The social worker will review daily attendance reports and follow up with a home visit for three or more absences.

Person Responsible

Ebony Dunn (pr8121@dadeschools.net)

The Attendance Review Committee (ARC) will conduct monthly meetings with targeted students and guardians.

Person Responsible

Nicole Walker (nwalker@dadeschools.net)

Provide opportunities for attendance incentives for students that are present 80% or better on a bi-weekly basis.

Monthly Attendance incentives will include students and caretakers in an effort to increase family involvement within the school culture.

Person Responsible

Kecia Smith (keciasmith@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.

The following subgroups which are not meeting the 41% threshold according to the federal index are: Black/African American students and Economically Disadvantaged students will be monitored by the Attendance Review Committee.

#3. Instructional Practice specifically relating to Collaborative Planning**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 our professional development survey, 52% of instructional staff responded that peer driven observations (on and/or off site campus visits) of best practices would be most beneficial for the upcoming school year.

Measurable Outcome:

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

Based on the professional development survey, 100% of instructional staff will participate in peer driven observations (on and/or off site campus visits) and regularly give positive and constructive feedback to faculty and staff on specific practices/strategies across the content areas in an effort to increase teacher capacity and student achievement.

Monitoring:

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

Best practices and feedback will be shared during common planning and/or faculty meetings.

Person responsible for monitoring outcome:

Ebony Dunn (pr8121@dadeschools.net)

Evidence-based Strategy:

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

The evidenced based strategy being implemented will include: peer observations of a lesson utilizing best practices such as technology applications, pacing guides, student data, curriculum resources, supplemental resources, real life skills, and B.E.S.T. standards to increase teacher capacity and improve student achievement.

Rationale for Evidence-based Strategy:

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

Based on the Professional Development Survey, promoting and highlighting effective best practices are needed to develop new skills and incorporate real life lessons through cross curriculum planning.

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.

Department Chairs will submit common planning calendars for the year and weekly focused agendas.

Person Responsible

Ebony Dunn (pr8121@dadeschools.net)

Connect real life examples in the collaborative planning process across content areas.

Person Responsible

Monique Bryant-Clayton (mbryant@dadeschools.net)

Model a strategy infusing real life applications during common planning and/or across content areas.

Person Responsible

Kecia Smith (keciasmith@dadeschools.net)

Instructional staff will practice and implement a strategy utilizing real world applications on a quarterly basis across content areas.

Person Responsible

Monique Bryant-Clayton (mbryant@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

Monitoring ESSA Impact will include a student rating survey to assess student engagement and retention of real life practical applications presented during instruction.

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 the school climate survey, 72% responses reflect a desire to raise team morale and confidence in the workplace.

Measurable Outcome:

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

Team morale and confidence in the workplace will increase by 50% based on results of informal polling given at the beginning, middle and end of year.

Monitoring:

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

Staff will participate in various team building activities to enhance performance, build confidence and empower personal leadership qualities.

Person responsible for monitoring outcome:

Nicole Walker (nwalker@dadeschools.net)

Evidence-based Strategy:

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

Provide opportunities for team building and professional growth for the purpose of ensuring shared leadership, responsibility, and accountability to improve staff morale and confidence.

Rationale for Evidence-based Strategy:

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

Based on the school climate survey, the rationale is to improve team morale and professional growth through various shared leadership development opportunities.

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.

Create a school climate poll to gauge team morale and leadership qualities at the beginning of the year.

Person Responsible

Kecia Smith (keciasmith@dadeschools.net)

Based on poll results, the PLST team will identify areas of shared leadership such as communication, inclusion, and decision making.

Person Responsible

Kecia Smith (keciasmith@dadeschools.net)

Create team building activities around effective communication, inclusivity, and decision making.

Person Responsible

Kecia Smith (keciasmith@dadeschools.net)

Create a midway and post school climate poll to measure the effectiveness of team morale and professional building strategies.

Person Responsible

Kecia Smith (keciasmith@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.

Monitoring ESSA Impact will include targeted subgroups participating in the yearly school climate survey to measure sustainability.

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.

C.O.P.E. Center North will address building a positive school culture and environment that are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and physical and emotional well-being for stakeholders.

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

The roles of the Leadership Team, Activity Sponsor, Community/Business Leaders, Student Services Team, Student Government Association (SGA), Community Involvement Specialist, and Mental Health Initiatives will ensure that all stakeholders have the opportunity to participate in monthly ESSAC meetings, school-wide events, faculty meetings, student-parent orientations, parent-teacher conferences, and parent/instructional workshops are to promote a positive culture and environment for all stakeholders at C.O.P.E. Center North to be successful for the 2021-2022 school year.