

Miami-Dade County Public Schools

Neva King Cooper Educational Center



2022-23 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: 9/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 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	Assists the school principal in providing leadership to the ESE Center School community of students and faculty. Assists in supervising staff at Neva King Cooper Educational Center.
Guzman, Jeannette	Teacher, ESE	ESE Teacher-Provides instruction to students with significant cognitive disabilities.
Lara, Candace	Staffing Specialist	ESE Staffing Specialist-Facilitates IEP, Evaluation/Reevaluation meetings.
Brown, Darwin	Teacher, ESE	ESE Teacher-Provides instruction to students with significant cognitive disabilities.
Pecorari, Florencia	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.

NA

Demographic Information

Principal start date

Monday 9/12/2022, Tracy Roos

Total number of students enrolled at the school.

65

Total number of teacher positions allocated to the school.

20

Number of teachers with professional teaching certificates?

20

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

20

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

2022-23

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	1	1	2	3	1	2	3	7	4	5	8	3	25	65
Attendance below 90 percent	0	1	2	1	1	0	1	3	0	2	7	3	9	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

Tuesday 7/12/2022

2021-22 - 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	1	2	3	1	2	2	6	4	5	8	3	5	29	71
Attendance below 90 percent	1	2	1	1	0	0	3	0	2	7	3	3	7	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 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
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					63%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								57%	54%
Math Achievement		51%	42%					67%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								56%	52%
Science Achievement		60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD		20									
FRL											

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						

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	7
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	20
Total Components for the Federal Index	3

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	7
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Our Area of Focus during 2021-2022 was looking at the learning gains for the L25 subgroup. When looking at FSAE ELA data there was a significant decrease in grade 3-8 achievement scores. Sixty-seven percent of the 12 students that took the FSAE ELA Assessment scored a Level 1, compared to 2020-2021 where forty-three percent of the seven students scored a Level 1. Demonstrating an increase of twenty-four percentage points of students scoring a Level 1. A professional learning system was created which included Learning Walks, Best Practices and Department meetings. Administration scheduled meetings and professional development to ensure instructional strategies were specific to achieve results and ensure staff was held accountable for student achievement relating to hands-on instruction. 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.

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

Based on 2022 data findings, the majority of our FSAE ELA Level 2 Subgroups remained the same. In 2021, four students tested at a Level 2 within 3-8 grade and the same number of students tested in 2022 received a Level 2. Students who tested in both years 2021 and 2022, showed an average decrease of 7 percentage points in their FSAE ELA scores, but all scored within the high subgroup for learning gains.

We created a weekly collaborative department planning schedule that incorporated lesson planning. Leadership team members provided input at weekly department planning sessions ensuring alignment of standards and resources. In addition, data was monitored to see where additional interventions were

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 2022 FSAA Mathematics data, there were no students who scored a Level 2 within the 3-8 grade levels. This year, all twelve students in grades 3-8 FSAA Mathematics scored a Level 1, but within the High Level 1 subgroup. As opposed to the 2021 grade 3-8 FSAA Mathematics scores, where three students (43%) scored at a Level 1 and four students (57%) scored at a Level 2.

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. Also, more students tested this school year and the results from the FSAA Datafolio which accounts for thirty-nine percent of our students tested in math are not included in the overall analysis.

We focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating a student centered learning environment to help meet the needs of our L25 subgroup. We will also develop teachers using technology integration 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 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.

Based on 2022 data findings:

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

All ELA Subgroups Achievements increased.

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 decreased.

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

Student-Centered Learning, Technology Integration, Differentiated Instruction, Standards-Based Instruction, PBIS, and Collaborative Planning are strategies that need to be implemented in order to accelerate learning. We will also develop teachers using leadership development and technology integration 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 will be used to monitor student progress.

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

The PLST will develop whole group sessions and job-embedded sessions on using Student-Centered Learning instruction by (September/22), Aligning Student-Centered Learning instruction to small group instruction (October/22), and develop Technology Integration in the classroom by (November/December/22), making adjustments to groups as data becomes available (2/23) and continuous data chats with individualized feedback and next steps (ongoing). Collaborative planning will be scheduled weekly and a member of the Leadership Team 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).

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: 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 continue to decrease. We need to meet 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 student in 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 Differentiation, then our L25 students will increase by a minimum of one percentage point as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. The Leadership Team will conduct monthly data chats and follow-up with regular walkthroughs to ensure quality and consistent instruction is taking place. Administrators will schedule meetings with teachers to ensure instructional strategies are specific to differentiation for all students. 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. Additional learning opportunities and interventions 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 Student-Centered Learning. Instruction in Student-Centered Learning will assist in accelerating the learning gains of our students as it will offer a variety of instructional approaches and academic-support strategies that are intended to address the students distinct learning needs. The Student-Centered Learning 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.

8/22-10/14-Weekly department meetings will be conducted to share best practices that are geared to student centered learning and integrating assistive technology within the classroom.

Person Responsible Florencia Pecorari (fpecorari@dadeschools.net)

8/22-10/14-Bi-monthly trainings will be given on instructional strategies and programs to use in the classroom for students with special needs.

Person Responsible Candace Lara (cmanja@dadeschools.net)

8/22-10/14-A monthly school-wide S.T.E.A.M. activities calendar will be created in order to incorporate a Student-Centered Learning approach through the use of interactive lessons to address the distinct learning needs of the students.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

8/22-10/14-Monthly professional development will be scheduled geared toward Student-Centered Learning strategies addressing math and language arts within the classroom to meet the needs of all students.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

10/31-12/16-Professional learning communities will be used to increase student engagement based on focusing on standards/access points instruction in language arts and reading (datafolio/fsaa).

Person Responsible Candace Majana (cmajana@dadeschools.net)

10/31-12/16-Trainings through department meetings will address progress monitoring of access points utilizing portfolios, teachtown, and attainment.

Person Responsible Florencia Pecorari (fpecorari@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.

Students with disabilities and Economically Disadvantaged subgroups will be a focus group as they did not meet the 41% threshold according to the Federal Index. Neva King Cooper Educational Center will provide additional support to both subgroups by incorporating vocabulary development tools such as common core words and picture symbols. These are fundamental tools for communication and acquiring knowledge. Strategies will be presented to the staff addressing state standards and writing across the curriculum during department meetings and professional development workshops.

#2. 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 in math and language arts. 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 students 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 increase student engagement, then our L25 students will increase by a minimum of one percentage point as evidenced by the 2023 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. Additional learning opportunities and intervention 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 Technology Integration. Technology Integration will assist in accelerating the learning gains of our L25 as it is a systematic approach to use technology tools in order to increase learning and problem-solving. 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.

Technology Integration will ensure that teachers are using relevant, recent, and aligned techniques to plan lessons that are customized to student needs using assistive technology. 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.

8/22-10/14-Professional development will be held monthly with the staff to discuss the school wide vision incorporating technology through S.T.E.A.M. activities.

Person Responsible

Jeannette Guzman (jmguzman@dadeschools.net)

8/22-10/14-During weekly department meetings, department chairpersons will include technology integration best practice strategies to focus on instructional standards and use of the pacing guide.

Person Responsible

Florencia Pecorari (fpecorari@dadeschools.net)

8/22-10/14-Bi-monthly professional development focused on standards-based planning using technology integration learning strategies to ensure grade appropriate goals and pacing is utilized across the curriculum.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

8/22-10/14-Teachers will incorporate vocabulary development tools in order to increase students receptive and expressive vocabulary using picture symbols and assistive technology.

Person Responsible Jodi English (jenglish@dadeschools.net)

10/31-12/16-Schoolwide S.T.E.A.M. activities will be conducted to incorporate an educational learning approach using technology.

Person Responsible Jeannette Guzman (jmguzman@dadeschools.net)

10/31-12/16-Monthly trainings will be provided showcasing current trends and technology innovations to use in the classroom to increase ways of communication for students with special needs.

Person Responsible Candace Lara (cmanja@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.

Students with disabilities and Economically Disadvantaged subgroups will be a focus group as they did not meet the 41% threshold according to the Federal Index. Neva King Cooper Educational Center will provide additional support to both subgroups by incorporating vocabulary development tools such as common core words and picture symbols. These are fundamental tools for communication and acquiring knowledge. Strategies will be presented to the staff addressing state standards and writing across the curriculum during department meetings and professional development workshops.

#3. 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 continue to improve. The school administration listens and are supportive but some staff members feel their ideas are not included in decision making. 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 as well as overall school morale.

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 signing up for different teams that will meet on a monthly basis. Teachers will participate in different aspects of meetings presenting ideas to plan events and activities. The 2023 School Climate Survey will show an increase in overall staff morale by a minimum of 8 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 committee 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:

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 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 active participation, 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 any issues that arise. 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.

8/22-10/14-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)

8/22-10/14-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 Candace Lara (cmanja@dadeschools.net)

8/22-10/14-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)

8/22-10/14-Weekly department meetings will be scheduled to discuss grade-level needs and address any concerns.

Person Responsible Florencia Pecorari (fpecorari@dadeschools.net)

10/31-12/16 Surveys will be sent to staff to see what additional professional development needs are required.

Person Responsible Tracy Roos (pr0921@dadeschools.net)

10/31-12/16- Collaborative data chats will be held quarterly to discuss staff needs and classroom progression.

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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

NA

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

NA

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 new 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: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

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 take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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. Â§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?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

NA

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

NA

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Based on the data reviewed, 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 prioritize our PBIS initiatives and improve in making connections with families and the community to ensure we create a school-wide positive environment.

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. Specific expectations of student behavior will be established with consistent student incentives. Student behavior will be monitored on a weekly basis to ensure proactive strategies of support. With the improvement of student behavior, students will demonstrate a one percent increase in the 2023 State Assessments.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

PBIS initiatives will assist in improving and supporting appropriate student behaviors. The initiatives will assist the Leadership Team with a systematic approach to identify behavior issues, remediation, and rewards. The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, 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 PBIS Interventions. 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 trainings and responding to feedback from stakeholders. All stakeholders are responsible for connecting and building positive relationships with students, parents, and families. 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.

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 well-being.

Describe how implementation will be progress monitored.

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. Parent participation will be highly encouraged in developing the PBIS strategies and reward system.

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.

Action Step	Person Responsible for Monitoring
8/22-10/14-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.	Pecorari, Florencia, fpecorari@dadeschools.net
8/22-10/14-The PBIS Leadership team will acknowledge classroom success by providing tickets and shout-outs. The tickets will be used as evidence of success and celebrate positive results in order to increase the overall school culture.	Guzman, Jeannette, jmguzman@dadeschools.net
8/22-10/14-Monthly PBIS Leadership Team meetings will be held to collaborate on the school-wide PBIS plan and focus on student behavior in the cafeteria.	Pecorari, Florencia, fpecorari@dadeschools.net
8/22-10/14-Workshops will be conducted by the PBIS Leadership Team monthly, through department meetings, to ensure all staff are implementing Positive Behavior Interventions within their classes and address any student/staff needs.	Guzman, Jeannette, jmguzman@dadeschools.net
10/31-12/16-Additional picture/symbols will be developed and distributed based on feedback provided to the PBIS team and will be updated throughout the school.	Pecorari, Florencia, fpecorari@dadeschools.net
10/31-12/16-The PBIS Leadership team will develop positive social stories on classroom behaviors which will be used to increase social/emotional development.	Placido, Melissa, 266464@dadeschools.net