Cope Center North

2022-23 Ungraded Schoolwide
Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: 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	The job duties and responsibilities of the principal are to oversee all aspects of the daily operational and academic functions of the school-site. The principal is also responsible for monitoring the leadership team to ensure proper implementation and execution of all components of the SIP.
Bryant-Clayton, Monique	Administrative Support	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. 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. Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.
Walker, Nicole	School Counselor	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. 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. Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section. Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.
Young, Tanya	Teacher, K-12	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. 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. Duties and responsibilities also include communicating with teachers and staff the core focus and implementation of the positive culture and environment section. Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.

Name	Position Title	Job Duties and Responsibilities
Smith, Kecia	Administrative Support	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. 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. Duties and responsibilities also include communicating with teachers and staff the core foci and implementation of the positive culture and environment section. Duties and responsibilities also include collaborating within the Leadership Team to create the SIP.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Wednesday 7/12/2017, Ebony Dunn N

Total number of students enrolled at the school.
42

Total number of teacher positions allocated to the school.
8

Number of teachers with professional teaching certificates?
11

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
4

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	0	0	0	0	0	0	0	0	0	0	5	14	14	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	9	10	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	0	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	10	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	9	5	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	2	10	11	23

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	4	9	10	23

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	5	6

Date this data was collected or last updated

Thursday 8/11/2022

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	0	0	0	0	0	0	0	0	0	4	9	11	1	25
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	8	6	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	1	2	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	9	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	8	5	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	9	11	0	23

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	5	8	6	0	19

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	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	4	0	5

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		54%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%					76%	73%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	71%	-54%	70%	-53%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

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
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
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						

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

ESSA Federal Index	
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	10
Total Components for the Federal Index	2
Percent Tested	98%

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%	0
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

Hispanic Students	
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?

Areas of focus from the previous school year include: Instructional Practice Relating to B.E.S.T. Standards, Culture & Environment specifically relating to Student Attendance, Instructional Practice specifically relating to Collaborative Planning, Leadership specifically relating to Leadership Development. Progress monitoring for low performing ESSA subgroups in place were IREADY Diagnostic and Growth Assessments, Read 180 and Systems 44, Mid Year Assessments, Topic Assessments, Data Chats with the students, and disaggregating data during common planning.

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 our concordant scores.

Most improved was based on the following: 67% of our seniors showed mastery for FSA ELA/concordant scores and 93% showed mastery of Algebra 1 EOC/concordant scores for graduation assessment.

New actions that were implemented in Mathematics & ELA included: Students received individualized support during Intensive Reading & Mathematics, Intervention and bootcamps.

Additionally, based on Power Bi our students with 16 or more absences decreased slightly by 4%. The following strategies that were implemented (YOGA on the Yard, Attendance Popups and School wide activities to further encourage perfect attendance).

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 increased success on ACT/SAT concordant results for graduation readiness, learning gains and proficiency in both Algebra I and FSA-ELA continue to be areas of greatest need of improvement.

The basis for this conclusion was the FSA Algebra 1 EOC data for Spring 2022 average was 22.3%. Including reporting categories Algebra and Modeling was 25.2% & Function and Modeling was 21.7%.

The basis for this conclusion was the FSA ELA data for Spring 2022 average was 40%. The area most problematic was Integration of Knowledge and Ideas 35.2% and Craft and Structure 37.8%.

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

Emerging trends across grade levels, subgroups and core content areas include the following: Student attendance improvement, Concordant Scores for graduation readiness, 29% of US History EOC showed proficiency.

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

Strategies that will be implemented in order to accelerate learning will consist of the following:
-Standards-Based Collaborative Planning
-Student Engagement
-Determining, Implementing, & Tracking Initiatives and 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 professional development opportunities that will be provided to support teachers and leaders will include:
Participation in Professional Developments for B.E.S.T. Standards for all core content areas, student engagement, collaborative planning and Unpacking the DATA through district funded Frontline Education website.

Based on the EOY Collaborative Job-Embeded Professional Development survey the staff would like more professional development on SMARTIE goals and Professional Learning Communities (PLC).

Areas of Focus:

#1. 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.	The rationale identified is based on Power Bi responses from 21-22 Climate Survey "Preferences and Recommendations." Standard Based Collaborative Planning was identified as an Instructional Practice based on the critical need for all content areas and electives to understand how to analyze and use data. This practice will be modeled through PLCs (i.e., faculty meetings, common planning, etc.) for the purpose of collaborating effectively to differentiate instruction for student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school plans to have 50% of the instructional staff become knowledgeable of disaggregating data across the curriculum. This practice will assist all instructional staff with effective planning differentiated instruction in effort to improve student achievement. Based on the School Climate PD Survey responses for 2021-2022 school year teacher's leaders will provide support to instructional and non-instructional staff through Best Practices.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus that will be monitored by common planning, faculty meetings and professional development.
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.	The evidence-based strategy is the Standard-Based Collaborative Planning to bring teachers together to learn and understand the process of Data Analysis/Progress Monitoring for the 2022-2023 school year.
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 results from the School Climate Survey indicated in Power Bi the staff indicated a need for: Professional Learning Community, SMARTIE Professional Learning Goals, Co-teaching, and Data Analysis/Progress Monitoring.

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 Chairpersons will effectively model use of district curriculum and resources to maximize student achievement including: B.E.S.T. Standards, technology, pacing guides, and supplemental resources to support student learning during Cross-Curricular Common Planning.

Person Responsible	Ebony Dunn (pr8121@dadeschools.net)

Teachers will analyze Students Spring 2022 data results to effectively strategize plans to differentiate instruction for targeted sub-groups during common planning.

Person Responsible	Monique Bryant-Clayton (mbryant@dadeschools.net)

The School Assessment Coordinator/MTSS-Interventionist will conduct a FAST PM1 Platform Overview using the gradual release model with instructional personnel in effort to assist with disaggregating student data at the completion of the FAST PM1 cycle.

Person Responsible	Ebony Dunn (pr8121@dadeschools.net)

Teachers will use FAST PM1 Student Reports created during the PM1 Overview to develop individualized Intervention Plans, identifying students strengths and areas of improvement which will be addressed during Intervention and or Differentiated Instruction rotation sessions.

Person Responsible	Monique Bryant-Clayton (mbryant@dadeschools.net)

Department Chairpersons versed in the use of technology resources to differentiate instruction and enhance learning during bootcamp sessions will collaborate with other content area and elective teachers to share Best Practices to further improve student learning gains on FSA/EOC Retake Exams, ACT/SAT and FAST PM2 Assessments.

Person Responsible	Monique Bryant-Clayton (mbryant@dadeschools.net)

Teachers will analyze Students Fall 2022/ACT-SAT/PM2 data results to effectively strategize plans to further differentiate instruction for targeted sub-groups during common planning.

Person Responsible	Ebony Dunn (pr8121@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.

Standard Based Collaborative Planning will impact the ESSA Economically Disadvantaged subgroup that did not meet the 41% threshold according to the Federal Index through the action steps implemented throughout the 22-23SY.

#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.

Student Engagement was identified as an area of critical need based on Power Bi data. Data outcomes reflect student's need in all core content areas.

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

The students will take part in project based learning across the curriculum to extends to the level of motivation they have to learn and progress in their education.

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

Project based learning will be monitored through teacher's observations and Quarterly school wide events.

Person responsible for monitoring outcome:

Kecia Smith (keciasmith@dadeschools.net)

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

Student Engagement is the evidence-based strategy for this Area of Focus. Student Engagement correlates with academic success and reduction in truancy.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Over the past three years Power Bi data reflects a need for increase in proficiency in core classes. Student Engagement is the identified practice to boost curiosity, attendance, academic achievement and social emotional wellness in the targeted subgroup.

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 students will complete project-based learning activities quarterly in all content areas and elective classrooms as evidence of student engagement. For example: Leadership Development/CTE: Vision Boards, All About Me, Careers of Choice Projects.

Person Responsible

Nicole Walker (nwalker@dadeschools.net)

Student-based projects for the first 9 weeks will be supported through a Fall-Gallery Walk and or use of SAMR Model lesson.

Person Responsible

Monique Bryant-Clayton (mbryant@dadeschools.net)

In collaboration with the Hispanic Heritage Month, the Literacy Parade will highlight Spanish Authors and or Latin-American Countries. Schoolwide all departments will create and develop project-based models and or exhibits spotlighting information gathered through this project based experience.

Person Responsible

Nicole Walker (nwalker@dadeschools.net)

The Nurturing Center Department in collaboration with the Hispanic Heritage Committee and Lioness Media Center, will identify select individuals to participate in the Hispanic Month Read-In Chain. The Lioness Media Center will sponsor Latin authored trade-books for the literacy Read-In Chain and creative works will be displayed by Nurturing Center Classrooms. Parents will be invited to engage with the classroom of their baby and or toddler.

Person Responsible

Kecia Smith (keciasmith@dadeschools.net)

Core and Elective Instructors will continue to collaborate quarterly on current trends that engage students in authentic learning, real-life applications, through District Initiatives that further drive student engagement.

Person Responsible   Monique Bryant-Clayton
(mbryant@dadeschools.net)

SIP Committee members will create mid-year surveys to probe students for their perspective on additional PRIDE engagement activities. The aim is to further impact student attendance which will show improved learning gains on FSA/EOC-Retakes and PM2 in ELA and Mathematics assessments.

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 Student Engagement Area of Focus and Action Plan for the 22-23 school year impacts our Economically Disadvantages Subgroup which did not meet the 41% threshold according to the Federal Index.

#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.

Staff Morale is a critical need based on the School Climate survey that was completed by the Instructional Staff.

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

Based on the 21-22 Climate Survey, the school's plan is to achieve a positive, collaborative, working environment for all employees by (1) promoting schoolwide activities to increase school morale. (2) encourage 50% of internal stakeholders to participate on leadership-schoolwide committees within the educational organization.

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

To increase the staff morale and opportunities for leadership experience this area of focus will be monitored through schoolwide committee surveys and observation and record keeping of stakeholder participation in school wide events.

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.

The evidence based strategy implemented includes Implementing Improvement of Communication Practices with stakeholders and tracking Initiatives and processes amongst leadership, faculty & staff.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The Implementation, Tracking of Leadership Initiatives and Processes evidence-based strategy were identified as areas of need based on Power Bi school climate results where faculty and staff expressed concerns regarding Leadership.

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.

Scheduled weekly Leadership Team meetings with Administration to communicate Best Practice highlights and concerns from stakeholders within departments.

| **Person Responsible** | Ebony Dunn (pr8121@dadeschools.net) |

Create sub committees for school wide activities based on schoolwide surveys to enhance staff morale.

| **Person Responsible** | Nicole Walker (nwalker@dadeschools.net) |

Leaders within the Nurturing Center will be identified by the Nurturing Center Director to encourage in-house Nurturing Center succession and leadership development.

| **Person Responsible** | Kecia Smith (keciasmith@dadeschools.net) |

Collaborations during weekly Administration Leadership Meetings allow stakeholders to highlight various departments within the educational organization (include: Attendance, Student Services, Assessments, TAP).

| **Person Responsible** | Ebony Dunn (pr8121@dadeschools.net) |

In order to maintain an environment that reflects a culture of inclusivity, equity, and respect, the PLST Committee members will survey all stakeholders after school wide events to elicit feedback to increase internal stakeholder participation by 10%.

| **Person Responsible** | Kecia Smith (keciasmith@dadeschools.net) |

To build succession, during weekly Leadership Team meetings developing leaders will be invited to participate in targeted school climate topics communicated with Administration.

Person Responsible   Ebony Dunn (pr8121@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.

Our focus on Leadership development will impact the Economically Disadvantage Students by improving communication with stakeholders, student engagement (i.e. attendance and academics)and social emotional learning.

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

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 ESSA Federal Index which was updated August 15, 2022, our subgroup, Economically Disadvantaged students scored below the 41% threshold consecutively for the last 3 years.

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

Based on Federal Index Data all students in the Economically Disadvantaged (ED) subgroup are below the 41% threshold. With the continuation of schoolwide interventions and differentiated instruction we project to show a 20% increase in student learning gains and or proficiency in both ELA-Reading and Mathematic statewide assessments.

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

Based on student data results from Spring 2022, FAST PM1, Read 180 and or iReady AP1 Assessments student specific interventions will be implemented and monitored based on mandatory district and state assessment and monitoring progress calendars.

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 evidence based strategy being implemented for this Area of Focus is Intervention. Interventions are infused to support students in their area of learning needs. Our Intervention process uses student data results in effort to drive small group or individualized instruction while monitoring on-going progress through data chats, authentic classwork and monthly celebrations.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The Intervention Strategy was selected because evidence has shown it to be an early identifier and support of students with learning needs. The resources used for selecting this strategy include: Student data results for FSA-EOC Spring scores level 2 or below and Baseline FAST PM1 student results as evident in Power Bi.

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.

Teachers will analyze Retake Students Spring 2022 data results to effectively differentiate instructions for the targeted sub-groups during common planning. These findings will be used to implement cycle 1 of Interventions which focuses on students preparing for retake assessments.

Person Responsible   Monique Bryant-Clayton (mbryant@dadeschools.net)

School Assessment Coordinator will model effective data chats with Interventionist for the purpose of engaging students on Learning Gain/Proficiency Expectations for 7th-10th grade students post FAST PM1 Assessments.

Person Responsible   [no one identified]

Teachers will analyze FAST PM1 data results to effectively differentiate instructions for the targeted sub-groups during common planning. These findings will be used to implement cycle 1 of Interventions which focuses on students preparing for PM2 assessments.

Person Responsible   [no one identified]

ELL Liaison and Interventionist will identify resources for ELL/ESE students targeted for Interventions in effort to improve student grammar and understanding of questioning which will attribute to Learning Gains on PM2 and AP2 assessments.

Person Responsible	Monique Bryant-Clayton (mbryant@dadeschools.net)

The Mathematics Department Chairperson will use Fall district and state summative assessment data to continue planning instruction that supports the targeted subgroup (ED) needs. These trends will include Best Practices to support whole group instruction, differentiated instruction and Winter Bootcamp sessions with a minimum of a 30% (6) Retake success rate.

Person Responsible	Monique Bryant-Clayton (mbryant@dadeschools.net)

Teachers will analyze and compare FAST PM2 to PM1 data results to reassess differentiate instruction plans for the targeted sub-groups during common planning. These findings will be used to implement cycle 4 of Interventions which focuses on students preparing for PM3 Spring Assessments.

Person Responsible	Ebony Dunn (pr8121@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 ESSA Subgroup Area of Focus and Action Plan for the 22-23 school year impacts our Economically Disadvantages Subgroup which did not meet the 41% threshold according to the Federal Index.

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome:	[no one identified]

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

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.

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.

Student Attendance

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

Data will be collected and analyzed using Power Bi and EWI (Early Warning Signs Indicator), surveys, daily attendance bulletins. The Attendance Review Committee (ARC) and Attendance Task Force will use these reports to guide decision making as it relates to student attendance.

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

The actions steps will be communicated to all stakeholders as follows:
1. All newly enrolled and returning students will sign the attendance contract.
2. Registrar will closely monitor students' attendance.
3. Principal will share monthly/weekly attendance averages.
4. Attendance Task Force will monitor daily attendance.
5. Attendance Task Force will make daily phone calls to parents.

Describe how implementation will be progress monitored.

The implementation will be closely monitored by the Attendance Task Force and Attendance Review Committee, which consist of the following: counselors, registrar, CIS, principal, teachers, test chair and social worker.

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
The registrar will share daily attendance reports beginning the first day of school to include Enrolled, No Show and Absent Students. The Attendance Task Force will make phone calls for all Absent and No-Show students to address absences.	Walker, Nicole, nwalker@dadeschools.net
The Attendance Task Force will monitor student attendance as follows: 1. Perfect Attendance Drawing for the first 5 days. 2. Attendance Pop-ups 3. Attendance Celebration Shout-Outs Communicated via Morning Announcements 4. Attendance Celebrity Wall to acknowledge Monthly Perfect Attendance 5. Schoolwide Attendance Incentives	Walker, Nicole, nwalker@dadeschools.net
Nurturing Center Department sponsored a Schoolwide Welcome Back to School Orientation for parents and students to promote student readiness for the first day of school.	Smith, Kecia, keciasmith@dadeschools.net
In effort to improve school culture, student engagement and promote Great Attendance from the start of the school year, C.O.P.E. Center North Back hosted a school fair to inform parents and students of Title 1 benefits and resources, distribute Title 1 Bookbags, Project Upstart Uniform resources, Library Media Center laptop distribution, Back to School Registrar attendance packets, Dade Partner sign-up promotions all to incentivize students for the First Week of School.	Walker, Nicole, nwalker@dadeschools.net
In effort to promote Attendance accountability and maintain high expectation for learning, the Mental Health Committee will continue to promote positive behavior habits and wellness activities to encourage all stakeholders within the learning environment toward positive perspectives and perfect attendance.	Walker, Nicole, nwalker@dadeschools.net
In effort to build community, the ARC Committee will collaborate with the Mental Health Committee in effort to promote quarterly activities where internal and external stakeholders can participate. For example: The Nurturing Center Sponsored the October Harvest Festival. Parents and Grandparents were invited to partake in health eating options and learn breathing techniques useful for the home environment.	Walker, Nicole, nwalker@dadeschools.net