Cope Center North

2015-16 School Improvement Plan

Cope Center North

9950 NW 19TH AVE, Miami, FL 33147

http://copecenternorth.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2009-10
Grade	I*	I	F

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement:
In conjunction with the faculty, staff, parents, and community partners, our mission is to prepare infants and toddlers for school readiness through the use of creative design and to develop the academic potential of teen parents to reach their educational goals and become life-long learners through collaboration and the creation of student career pathways.

Provide the school's vision statement

Vision Statement:
Given the leadership of the school and commitment by all staff members to make students succeed, COPE Center North will provide a culture for learning for middle and high school teen parents as well as a nurturing environment for infants and toddlers, aged four weeks to four years old, that is motivational, promotes social, emotional and personal growth and has the academic rigor to propel students to become productive citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Mentoring Program - There is a focus on personalizing the learning environment through the development of a student mentoring and leadership program so that all students can experience a positive relationship with at least one significant adult or peer who will be available to guide and support them through both social and academic endeavors.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The primary purpose of COPE Center North is to provide a nurturing environment for both the teenage mothers and their children. The Nurturing Center, accredited by The National Association for the Education of Young Children (NAEYC) Commission, provides early childhood education and daycare for four week old babies up to four year old children. Teen mothers know that their children are getting high quality, personalized care; hence, they feel safe leaving their children in our care so that they can focus on their education.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral system has been developed to maximize the participation of student leaders and to ensure that the "student voice" is acknowledged. The student leadership team meets bi-monthly to make recommendations to the administration and takes part in the presentation of assemblies to discuss and monitor student behavior. In addition, this team has been instrumental in creating the school's discipline and attendance plans by developing the criteria/protocols for uniforms, attendance incentives, and activities/field trips. Clear behavioral expectations have been developed

jointly by students and staff and behavioral probation and staff/peer mentoring are the primary source of action in response to disciplinary referrals.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of teen mothers are unique due to the multiplicity of issues that accompany un-planned pregnancies. Therefore, in order to increase students' success, over 10 community-based organizations/outside agencies provide additional services to enhance the educational and social-emotional experiences of both the mothers and their children. These agencies provide pre-natal, during delivery, and postpartum services as well as on going classes on age appropriate strategies for caring for and educating their children, such as identifying developmental stages and benchmarks as well as age appropriate learning games. In addition, there is on-site counseling and medical care, as well as safe sex education and parenting classes.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Identified as ESE or ELL.
2. Retention rate
3. GPA less than 2.0
4. Failed 2 or more quarters in any subject
5. Scored Level 1 or 2 on statewide assessment - ELA/Reading/Mathematics
6. Course failure in English Language Arts or Mathematics
7. One or more suspensions
8. Attendance below 90%

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Attendance below 90 percent	5	8	18	23	21	11	86
One or more suspensions	0	0	0	1	1	1	3
Course failure in ELA or Math	5	2	14	11	7	4	43
Level 1 on statewide assessment	5	11	24	22	1	0	63
GPA less than 2.0	0	0	11	14	8	5	38
Failed 2 or more course in any subj.	3	4	7	6	2	6	28
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	2	8	17	24	16	67

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies include:
1. Enrollment in intensive reading and mathematics classes.
2. Consultation services for all ESE students and tutorial sessions.
3. Mentoring group for ELL students with counselor who speaks their language.
4. Utilization of Reading Plus to increase reading fluency and comprehension.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

COPE CENTER NORTH IS A TITLE I SCHOOL

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

N/A

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Del Terzo, Colleen	Principal
Vigo, Teresa	Teacher, K-12
Rodriguez, Teresa	Teacher, ESE
Braynon, Gia	Guidance Counselor
Clark, Deveraux	Teacher, K-12
Rodriguez, Judy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Colleen Del Terzo - Principal
Ms. Gia Braynon - Counselor

Ms. Deveraux Clark - Social Studies Leader
Ms. Teresa Rodriguez - Reading/ESE Leader
Ms. Teresa Vigo - Language Arts Leader
Ms. Judy Rodriguez - CTE/Academy Leader
Principal: Duties include but are not limited to the following: ensure school's vision is emulated throughout the learning facility; utilize data-driven decision in establishing curricular needs; ensure professional development supports instructional rigor across the curriculum; consistently communicate with students and parents in reference to students' progression; provide workshops and support to ensure the implementation of the Florida Standards.
Curriculum Leaders: Duties include but are not limited to the following: nurture professional learning communities; model best practices that support rigor; share relevant student data; guide successful implementation of district and school-wide initiatives; support teachers in providing differentiated instruction; design and deliver professional development.
Counselor: Duties include but are not limited to the following: provide individual student counseling and referral to appropriate agencies to address student issues; support the students' academic, emotional, behavioral, and social development.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's Multi-tiered System of Support (MTSS) will ensure that individual students progress in both behavioral and academic areas and support the effectiveness of core instruction. Student mastery of the Florida Standards will be assessed by district interims and monitored by the Response to Intervention (RtI) team using the RtI problem solving process. Students will be assigned to the appropriate tier to receive intervention and/or enrichment opportunities. At the end of the year, the interim assessment trend data and all summative assessments (FSA/EOC) will be used to examine the academic areas and grade level in need of support in order to increase student proficiency.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students and families by the school's social worker who schedules meetings and activities, encourages parents to support their children's education, provides resources, and encourages parental participation in the decision making processes at the school site. Curriculum coaches develop, lead, evaluate the school's academic programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systemic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, the life of the school, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via the school's social worker, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

1. training to certify qualified mentors for the New Teacher (MINT) Program
2. training for add-on endorsement programs, such as Reading, Gifted, ESOL
3. training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

1. professional development on best practices for ESOL and content area teachers
2. coaching and mentoring for ESOL and content area teachers(K-12)
3. reading and supplementary instructional materials(K-12)

Title X- Homeless

1. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all services to which they are entitled.
2. The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program (school breakfast, school lunch, and after care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Colleen Del Terzo	Principal
Vincent Davis	Teacher
Christine Samuels	Teacher
Angelina Vinent	Teacher
Demetrea McHayle	Education Support Employee
Hermite Toussaint	Business/Community
Denise White	Teacher
Deveraux Clark	Teacher
Kimberly Wilson	Teacher
Peter Saiz	Teacher
Susan Turk	Teacher
Christine Brandon-Francis	Education Support Employee
Carlos Puerto	Business/Community
Ernst Theoc	Business/Community
Ashley Perez-Ortiz	Parent
Shaquandra Williams	Parent
Dawanda Wright	Parent
Ada Jijon	Parent
Gabrielle Shortridge	Student
Tyquandra Simmons	Student
Michael Hay	Parent
Julie Dorisma	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The EESAC evaluated the 2014-2015 SIP throughout the year during regular meetings by reviewing mid-year and end-of-year data.

Development of this school improvement plan

The EESAC has been informed of all departmental action plans, will review and approve the final SIP document when complete, and submit for approval during a regularly scheduled meeting.

Preparation of the school's annual budget and plan

The EESAC has been kept informed of all educational initiatives relevant to the annual budget and plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The EESAC funds will be utilized to support the overall school program by providing student incentives such as achievement recognition certificates, assemblies, and school wide attendance and

behavior recognition programs, and food or refreshments for parent/student socials.
$670.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Del Terzo, Colleen	Principal
Turk, Susan	Instructional Media
Vigo, Teresa	Teacher, K-12
Rodriguez, Teresa	Teacher, ESE
Rodriguez, Judy	Teacher, Career/Technical
Clark, Deveraux	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A major initiative of the LLT will be the implementation of learning strategies across the curriculum that support the transition to the Florida Standards Assessment (FSA). These include, but are not limited to: Gradual Release Model, text annotation and highlighting, comparative readings; domain specific vocabulary development including etymology; texts written at a higher level of complexity; text-based writing exercises, and data-based questioning (DBQ). Additionally, teachers will attend professional development that supports a working knowledge of the Florida Standards, using data to provide differentiated instruction and integrating instructional technology into the classroom.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common-planning time is incorporated into the master schedule to facilitate professional learning community (PLC) teams for mathematics, science, language arts/reading, and CTE teachers. The PLC provides time for teachers to collaborate on and plan for professional development, share best practices in their content areas, and develop interdisciplinary research projects.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment Strategies:
Utilization of District's TeacherMatch system and interviewing selected surplus candidates; contacting District supervisors of specific content areas for recommendations, contacting the principal network for recommendations, and contacting selected individuals in the school community.
Retention Strategies:
1. Principal collaborates with teachers during professional learning communities.

2. On-going professional development and sharing of best practices.
3. Development of a leadership pathway for teachers to become involved in the school improvement process.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers work together in their content area professional learning communities. Course-alike teachers collaborate during common planning time and teachers are also supported by the literacy leadership team that demonstrates best practices regarding learning strategies for accessing complex text in each content area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Leadership Team ensures that the school's core instructional programs and materials are aligned to Florida Standards by working closely with the District to build both material and instructional capacity. New state adopted materials have been put in place and professional development for sound implementation has been completed by affected teachers. Additionally, through a series of scaffolded workshops, teachers have been trained in the test item specifications published for the FSA for reading, math, and writing, and have been exposed to all of the new testing formats.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

A range of data is reviewed by teachers to assist in meeting the needs of students and providing differentiation: Results of summative tests such as the FSA and End of Course (EOC) tests, formative data such as that provided through FAIR assessments and Reading Plus reports, and data provided by the early warning system. Additional data includes but is not limited to: teacher made tests, student work samples, writing rubrics, and progress reports from web-based programs such as Gizmos, i Ready, and Edgenuity. Instruction can be modified where needed through adjustments in delivery or supplements in content.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

Students who fail core courses during the school year are provided the opportunity to attend summer school at the designated summer school for their respective home schools.

Strategy Rationale

Students who attend summer school and pass the required courses during the summer are able to stay on course with their cohort graduation group.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Braynon, Gia, braynong@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pass/fail data for students who attended summer school will be assessed to ascertain student promotion to the next grade level.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

COPE Center North has an eight-period day that allows students to take not only required courses, but also credit recovery, virtual school, and intensive math/reading courses to ensure their transition to the next grade/school level. In addition, COPE has developed a student leadership team that participates in the EESAC and in the general governance of the school. There are bi-monthly student leadership meetings and students give suggestions and solutions regarding how to engage students in academic and social activities. Student leaders also act as peer mentors and there are representatives from all grade levels in both the middle and senior high school. With the unique perspective of being teenage-mothers, they have developed a strong, supportive bond and "each-one-takes-one." This social-emotional bond within the sisterhood has enhanced the academic focus of the students and hence, the transition from one grade to another.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

COPE Center North utilizes several strategies to improve student readiness for the post-secondary level such as: financial aid workshops, tutorials for college entrance (ACT, SAT, PERT) exams, college tours, career evaluations, and money matters workshops. The school will also provide opportunities for students to attend college fairs. Additionally, the partnership with Miami Dade College will continue and students will be mentored by a college recruiter who visits on a regular schedule to provide students with assistance in their completion of college applications and helping them apply for scholarships and other financial aide. There are quarterly visits to various departments within the MDC campuses to expose students to the array of career opportunities that are available.

These strategies will improve the academic achievement of graduates, but it will not be reflected in the High School Feedback Report since the students do not graduate from COPE but from their home schools.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career and technical educational courses are offered in the following four major areas of interests:
1. Fashion Design: Certificate of Completion
2. Health: Industry Certifications - Nursing Assistant, Electrocardiograph Assistant, and Medical Administrative Assistant
3. Business Technology & Network for Teaching Entrepreneurship
4. Culinary Arts: Industry Certification: Serv Safe
When students are registered, they are asked to choose one of the majors that are offered. Students are then enrolled in courses in their major area of interest in addition to ensuring that they meet all other mandated high school requirements.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

COPE offers a course in Anatomy and Physiology that can be used both as a required high school science credit and to meet the prerequisite coursework for the Nursing Academy.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

There is no applicable data for COPE Center North; as an alternative center, all graduating seniors are withdrawn and returned to their home school to attend their graduation ceremony and receive their diplomas.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving instructional planning in core instruction for all content areas.

G2. To use early warning systems to identify at-risk students in order to provide support and interventions to increase student achievement.

G3. To increase student engagement by providing stimulating and relevant programs that not only increase the graduation rate, but also provide an avenue for the student to explore post-secondary career choices.

G4. Parent Involvement: See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving instructional planning in core instruction for all content areas. 1a

Targets Supported 1b

G070508

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
ELA/Reading Gains	57.0
AMO Math - African American	
AMO Math - ED	
Algebra I EOC Pass Rate	29.0
Geometry EOC Pass Rate	24.0
Bio I EOC Pass	20.0

Resources Available to Support the Goal 2

- Professional Development
- FAIR Scores
- CELLA Scores
- District Pacing Guides
- Florida Standards Item Specifications & Writing Rubrics
- Collaborative Teams - PLCs
- Promethean Boards
- Thinking Maps
- Reading Plus
- Web-based Programs: Discovery Education, Gizmos, Edgenuity, iReady
- EOC Data

Targeted Barriers to Achieving the Goal 3

- Limited evidence of lesson plans that specify student end products aligned to daily learning objectives tied to the Florida Standards Assessment (FSA).

Plan to Monitor Progress Toward G1. `8`

FAIR, NGSS Next Generation Sunshine State Standards and FSA/EOC data will be used to evaluate student achievement.

Person Responsible
Colleen Del Terzo

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Evaluation of teacher lesson plans and portfolios during the IPEGS Summative Evaluation process and increases in student achievement on assessments (FAIR, EOC, FSA) will determine if progress is being made toward selected targets.

G2. To use early warning systems to identify at-risk students in order to provide support and interventions to increase student achievement. 1a

Targets Supported 1b

🔑 G070509

Indicator	Annual Target
Attendance rate	90.0
Attendance Below 90%	55.0
2+ Behavior Referrals	55.0
Students exhibiting two or more EWS indicators (Total)	55.0
Level 1 - All Grades	50.0

Resources Available to Support the Goal 2

- Social Worker
- School Counselors
- At-Risk Profile Report
- Student Leadership Team
- Instructional Teachers
- Nurturing Center Teachers
- Parents
- Mentors/Case Workers with Outside Agencies
- Early Warning System Report

Targeted Barriers to Achieving the Goal 3

- Students are excessively absent due to medical issues with their infants, pregnancy, and self or family issues such as housing, postpartum depression, and stressful interpersonal relationships with the father(s) of their children and/or rejection by their parents.

Plan to Monitor Progress Toward G2. 8

The daily attendance rate will be monitored to ensure that the percentage of attendance is at least above 85% and that all students with 3 or more unexcused absences have been provided academic advisement in order to improve academic performance.

Person Responsible

Gia Braynon

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily attendance rate and academic grades will increase.

G3. To increase student engagement by providing stimulating and relevant programs that not only increase the graduation rate, but also provide an avenue for the student to explore post-secondary career choices. `1a`

Targets Supported `1b`   🔑 G070510

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	

Resources Available to Support the Goal `2`

- Certified teachers for career academies
- Nursing Academy
- Fashion Academy
- Culinary Academy
- Business Technology Academy & Network for Teaching Entrepreneurship
- Eighth Period Day
- Recycling Program
- South Florida Regional Science & Engineering Fair

Targeted Barriers to Achieving the Goal `3`

- There are a limited number of students enrolled in the CTE Allied Health Program and few are electing to take the industry certification examinations at the end of the program.

Plan to Monitor Progress Toward G3. `8`

Students will participate in bi-annual student voice sessions to provide feedback regarding program relevance and effectiveness.

Person Responsible
Judy Rodriguez

Schedule
Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion
A survey will be used to create an interest inventory survey for the third quarter.

G4. Parent Involvement: See Title I PIP `1a`

Targets Supported `1b`   🔑 G070511

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal	**B =** Barrier	**S** = Strategy

`1` = Problem Solving Step   `S123456` = Quick Key

G1. To increase student achievement by improving instructional planning in core instruction for all content areas. `1`

`G070508`

G1.B1 Limited evidence of lesson plans that specify student end products aligned to daily learning objectives tied to the Florida Standards Assessment (FSA). `2`

`B183689`

G1.B1.S1 Effective Planning and Instructional Delivery in Language Arts/Reading, Mathematics, Science, and Social Studies. `4`

`S195341`

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Teachers will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 `5`

Implementation of a professional development action plan that focuses on authentic assessments that are aligned to measure the achievement of daily learning objectives and to provide ongoing faculty support through the professional learning communities (PLC).

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets, lesson plans, student work, and classroom walkthroughs

Action Step 2 5

Train faculty in the use of Gateway to Data (G2D) to create benchmark assessments aligned with daily instructional objectives, and to provide ongoing faculty support through the PLC.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets, lesson plans, student assessment results, and classroom walkthroughs

Action Step 3 5

Train faculty how to use a variety of assessment data, such as FSA , FAIR, Reading Plus and G2D, to differentiate instruction in the classroom and provide ongoing faculty support through the PLC.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets, lesson plans, student work, and classroom walkthroughs

Action Step 4 5

Train faculty to complete the Deliberate Practice Growth Target (DPGT) form to guide the ongoing research-based reflection and collaboration that will improve instructional practice and have a positive impact on student learning.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

DPGT Forms, Agenda, Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Lesson plans, classroom walk throughs, student folders.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

DPGT forms will be evaluated during the IPEGS summative evaluation process.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Review of lesson plans,

Person Responsible

Colleen Del Terzo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans that evidence alignment to daily learning objectives tied to the Florida Standards Assessment, student folders, and data from formative assessments

G1.B1.S2 Standards Based Instruction 4

Strategy Rationale

🔧 S195342

Utilize the ELA, Social Studies, Mathematics, and Science Florida Standards when planning for and delivering instruction.

Action Step 1 5

Train faculty to align lesson planning to the Florida Standards with an emphasis on rigorous instruction that supports student success on summative FSA assessments in reading and ELA, mathematics, biology, and social studies.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/24/2014 to 6/9/2016

Evidence of Completion

Sign-in sheets, lesson plans, student work, walk-throughs and the summative results of FSA tests.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans, classroom walk throughs, student folders.

Person Responsible

Colleen Del Terzo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, student work, observation,

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Disaggregate the results of 2016 FSA in reading and ELA, mathematics, biology, and social studies

Person Responsible

Colleen Del Terzo

Schedule

On 6/9/2016

Evidence of Completion

2015 - 2016 FSA Score Reports, master schedule, student remediation assignments in reading and mathematics.

G2. To use early warning systems to identify at-risk students in order to provide support and interventions to increase student achievement. `1`

🔍 G070509

G2.B3 Students are excessively absent due to medical issues with their infants, pregnancy, and self or family issues such as housing, postpartum depression, and stressful interpersonal relationships with the father(s) of their children and/or rejection by their parents. `2`

🔍 B183695

G2.B3.S1 Utilize Truancy Intervention and Early Warning Systems Indicator reports to monitor services rendered to all students with 3 or more unexcused absences. `4`

🔍 S195343

Strategy Rationale

Immediate intervention after unexcused absences will ensure that the students receive the appropriate assistance to mitigate the issue or remediate the circumstances of the absence.

Action Step 1 `5`

Monitor the daily attendance of all students.

Person Responsible

Gia Braynon

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The monthly Student Truancy Intervention and Early Warning Systems Indicator reports will be used to track the timeliness of services provided to students with unexcused absences.

Action Step 2 `5`

Counsel students who have unexcused absences, facilitate parent conferences, and initiate probationary status for attendance.

Person Responsible

Gia Braynon

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student services student sign-in sheets and interventions recorded in ISIS.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Student attendance rate and number of unexcused absences will be monitored on a daily basis and bi-weekly student services meetings will be held to discuss high profile cases and frequency of unexcused absences.

Person Responsible

Gia Braynon

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily Reason Attendance List, Home Visitations, and monthly Truancy Intervention and Early Warning System Indicators reports.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The ratio of unexcused to excused absences for each student will be monitored to gauge the effectiveness of support services to truant students.

Person Responsible

Gia Braynon

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily Reason Attendance List, Home Visitations, monthly Truancy Intervention and Early Warning Systems Indicator reports, and Gradebook reports of unexcused versus excused absences.

G2.B3.S2 Create a mentorship program within which students experience a positive relationship with at least one significant adult who will be available to guide and support them through social and academic endeavors. 4

S195344

Strategy Rationale

Students who are connected to a significant person in their school environment will be less likely to drop out of school since they have a daily support system to rely on to assist with issues that they may be encountering at home or school.

Action Step 1 5

Create a mentoring plan that assigns staff to bond with selected groups of students based on academic or social emotional needs.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Referral rate

Action Step 2 `5`

Plan quarterly grade level "Heart-to Heart" sessions to allow students to bond and share her own experiences with pregnancy and social/emotional and school issues.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Group intervention sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

A log of collaborative sessions with students.

Person Responsible

Gia Braynon

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance logs, referrals.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Quarterly review of referral rates for students

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Tracking of reduction in the number of referrals for students

G2.B3.S3 Provide incentive programs for improved attendance, behavior, and academic achievement.
4

🔑 S195345

Strategy Rationale

Students will be provided with tangible awards/rewards to increase their motivation of be successful in school.

Action Step 1 5

Recognize students for academic honor roll, perfect attendance, and good citizenship through quarterly announcements, achievement certificates presented at honor roll assemblies, and trophies at the end of the year award ceremony.

Person Responsible

Colleen Del Terzo

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agenda and sign in sheets for awards assemblies.

Action Step 2 5

Provide student of the month recognition certificates, educational field trips, field days, and incentive activities.

Person Responsible

Gia Braynon

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Certificates, sign-in sheets, photographs, and field trip rosters.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

Monitor adherence to reward criteria and ensure that students meet this criteria.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Percent of students receiving awards, positive student feedback, and increased attendance..

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

Daily academic grades and final quarter grades will be the measure of effectiveness.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student grades will show a reduction in the number of failing grades for all courses across the curriculum.

G3. To increase student engagement by providing stimulating and relevant programs that not only increase the graduation rate, but also provide an avenue for the student to explore post-secondary career choices. [1]

🔍 G070510

G3.B3 There are a limited number of students enrolled in the CTE Allied Health Program and few are electing to take the industry certification examinations at the end of the program. [2]

🔍 B183700

G3.B3.S2 Increase the number of career academies and industry certifications so that students can graduate with viable job skills and credentials. [4]

🔍 S195348

Strategy Rationale

Students who pass industry certification examinations are qualified for the respective job fields and can be gainfully employed immediately after high school.

Action Step 1 [5]

Students in middle school science classes will develop a school recycling campaign to recycle paper waste from all classrooms and to educate the entire school about the advantages of recycling and how to recycle.

Person Responsible

Denise White

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Students will collect the recycled materials from classrooms and offices biweekly.

Action Step 2 [5]

Create academies for culinary arts and fashion to provide students with additional choices for career focus and industry certification.

Person Responsible

Judy Rodriguez

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student enrollment and applications for Serv Safe Certification

Action Step 3 5

Expand the technology/business academy by partnering with the Network for Teaching Entrepreneurship (NFTE).

Person Responsible

Judy Rodriguez

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentation of student participation in local, state and national NFTE competitions.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Student services department will work closely with the CTE teachers to guide and advise students on academy choices during the registration process

Person Responsible

Gia Braynon

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Class counts for academy classes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Improvement in student attendance rate, increased participation in CTE classes, and increased involvement in competitions relevant to career fields.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Each quarter, the daily attendance of students in each academy will be tracked and compared to their attendance rate the previous year.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implementation of a professional development action plan that focuses on authentic assessments that are aligned to measure the achievement of daily learning objectives and to provide ongoing faculty support through the professional learning communities (PLC).	Del Terzo, Colleen	8/24/2015	Sign in sheets, lesson plans, student work, and classroom walkthroughs	6/9/2016 biweekly
G1.B1.S2.A1	Train faculty to align lesson planning to the Florida Standards with an emphasis on rigorous instruction that supports student success on summative FSA assessments in reading and ELA, mathematics, biology, and social studies.	Del Terzo, Colleen	8/24/2014	Sign-in sheets, lesson plans, student work, walk-throughs and the summative results of FSA tests.	6/9/2016 biweekly
G2.B3.S1.A1	Monitor the daily attendance of all students.	Braynon, Gia	8/24/2015	The monthly Student Truancy Intervention and Early Warning Systems Indicator reports will be used to track the timeliness of services provided to students with unexcused absences.	6/9/2016 weekly
G2.B3.S2.A1	Create a mentoring plan that assigns staff to bond with selected groups of students based on academic or social emotional needs.	Braynon, Gia	8/24/2015	Referral rate	6/9/2016 quarterly
G2.B3.S3.A1	Recognize students for academic honor roll, perfect attendance, and good citizenship through quarterly announcements, achievement certificates presented at honor roll assemblies, and trophies at the end of the year award ceremony.	Del Terzo, Colleen	8/24/2015	Agenda and sign in sheets for awards assemblies.	6/9/2016 quarterly
G3.B3.S2.A1	Students in middle school science classes will develop a school recycling campaign to recycle paper waste from all classrooms and to educate the entire school about the advantages of recycling and how to recycle.	White, Denise	8/24/2015	Students will collect the recycled materials from classrooms and offices biweekly.	6/9/2016 biweekly
G1.B1.S1.A2	Train faculty in the use of Gateway to Data (G2D) to create benchmark assessments aligned with daily instructional objectives, and to provide ongoing faculty support through the PLC.	Del Terzo, Colleen	8/24/2015	Sign in sheets, lesson plans, student assessment results, and classroom walkthroughs	6/9/2016 biweekly
G2.B3.S1.A2	Counsel students who have unexcused absences, facilitate parent conferences, and initiate probationary status for attendance.	Braynon, Gia	8/24/2015	Student services student sign-in sheets and interventions recorded in ISIS.	6/9/2016 weekly
G2.B3.S2.A2	Plan quarterly grade level "Heart-to Heart" sessions to allow students to bond and share her own experiences with pregnancy and social/emotional and school issues.	Braynon, Gia	8/24/2015	Group intervention sign in sheets	6/9/2016 quarterly
G2.B3.S3.A2	Provide student of the month recognition certificates, educational field trips, field days, and incentive activities.	Braynon, Gia	8/24/2015	Certificates, sign-in sheets, photographs, and field trip rosters.	6/9/2016 monthly
G3.B3.S2.A2	Create academies for culinary arts and fashion to provide students with additional choices for career focus and industry certification.	Rodriguez, Judy	8/24/2015	Student enrollment and applications for Serv Safe Certification	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Train faculty how to use a variety of assessment data, such as FSA , FAIR, Reading Plus and G2D, to differentiate instruction in the classroom and provide ongoing faculty support through the PLC.	Del Terzo, Colleen	8/24/2015	Sign in sheets, lesson plans, student work, and classroom walkthroughs	6/9/2016 biweekly
G3.B3.S2.A3	Expand the technology/business academy by partnering with the Network for Teaching Entrepreneurship (NFTE).	Rodriguez, Judy	8/24/2015	Documentation of student participation in local, state and national NFTE competitions.	6/9/2016 annually
G1.B1.S1.A4	Train faculty to complete the Deliberate Practice Growth Target (DPGT) form to guide the ongoing research-based reflection and collaboration that will improve instructional practice and have a positive impact on student learning.	Del Terzo, Colleen	8/24/2015	DPGT Forms, Agenda, Sign in sheets	6/9/2016 biweekly
G1.MA1	FAIR, NGSS Next Generation Sunshine State Standards and FSA/EOC data will be used to evaluate student achievement.	Del Terzo, Colleen	8/24/2015	Evaluation of teacher lesson plans and portfolios during the IPEGS Summative Evaluation process and increases in student achievement on assessments (FAIR, EOC, FSA) will determine if progress is being made toward selected targets.	6/9/2016 quarterly
G1.B1.S1.MA1	Review of lesson plans,	Del Terzo, Colleen	8/24/2015	Lesson plans that evidence alignment to daily learning objectives tied to the Florida Standards Assessment, student folders, and data from formative assessments	6/9/2016 monthly
G1.B1.S1.MA1	Lesson plans, classroom walk throughs, student folders.	Del Terzo, Colleen	8/24/2015	DPGT forms will be evaluated during the IPEGS summative evaluation process.	6/9/2016 biweekly
G1.B1.S2.MA1	Disaggregate the results of 2016 FSA in reading and ELA, mathematics, biology, and social studies	Del Terzo, Colleen	8/24/2015	2015 - 2016 FSA Score Reports, master schedule, student remediation assignments in reading and mathematics.	6/9/2016 one-time
G1.B1.S2.MA1	Lesson plans, classroom walk throughs, student folders.	Del Terzo, Colleen	8/24/2015	Lesson plans, student work, observation,	6/9/2016 monthly
G2.MA1	The daily attendance rate will be monitored to ensure that the percentage of attendance is at least above 85% and that all students with 3 or more unexcused absences have been provided academic advisement in order to improve academic performance.	Braynon, Gia	8/24/2015	Daily attendance rate and academic grades will increase.	6/9/2016 biweekly
G2.B3.S1.MA1	The ratio of unexcused to excused absences for each student will be monitored to gauge the effectiveness of support services to truant students.	Braynon, Gia	8/24/2015	Daily Reason Attendance List, Home Visitations, monthly Truancy Intervention and Early Warning Systems Indicator reports, and Gradebook reports of unexcused versus excused absences.	6/9/2016 monthly
G2.B3.S1.MA1	Student attendance rate and number of unexcused absences will be monitored on a daily basis and bi-weekly student services meetings will be held to discuss high profile cases and frequency of unexcused absences.	Braynon, Gia	8/24/2015	Daily Reason Attendance List, Home Visitations, and monthly Truancy Intervention and Early Warning System Indicators reports.	6/9/2016 biweekly
G2.B3.S2.MA1	Quarterly review of referral rates for students	Braynon, Gia	8/24/2015	Tracking of reduction in the number of referrals for students	6/9/2016 quarterly
G2.B3.S2.MA1	A log of collaborative sessions with students.	Braynon, Gia	8/24/2015	Attendance logs, referrals.	6/9/2016 monthly
G2.B3.S3.MA1	Daily academic grades and final quarter grades will be the measure of effectiveness.	Braynon, Gia	8/24/2015	Student grades will show a reduction in the number of failing grades for all courses across the curriculum.	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S3.MA1	Monitor adherence to reward criteria and ensure that students meet this criteria.	Braynon, Gia	8/24/2015	Percent of students receiving awards, positive student feedback, and increased attendance..	6/9/2016 quarterly
G3.MA1	Students will participate in bi-annual student voice sessions to provide feedback regarding program relevance and effectiveness.	Rodriguez, Judy	8/24/2015	A survey will be used to create an interest inventory survey for the third quarter.	6/9/2016 annually
G3.B3.S2.MA1	Improvement in student attendance rate, increased participation in CTE classes, and increased involvement in competitions relevant to career fields.	Braynon, Gia	8/24/2015	Each quarter, the daily attendance of students in each academy will be tracked and compared to their attendance rate the previous year.	6/9/2016 quarterly
G3.B3.S2.MA1	Student services department will work closely with the CTE teachers to guide and advise students on academy choices during the registration process	Braynon, Gia	8/24/2015	Class counts for academy classes	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving instructional planning in core instruction for all content areas.

G1.B1 Limited evidence of lesson plans that specify student end products aligned to daily learning objectives tied to the Florida Standards Assessment (FSA).

G1.B1.S1 Effective Planning and Instructional Delivery in Language Arts/Reading, Mathematics, Science, and Social Studies.

PD Opportunity 1

Implementation of a professional development action plan that focuses on authentic assessments that are aligned to measure the achievement of daily learning objectives and to provide ongoing faculty support through the professional learning communities (PLC).

Facilitator

PD Liaison; Department Chairs

Participants

Teachers

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Train faculty in the use of Gateway to Data (G2D) to create benchmark assessments aligned with daily instructional objectives, and to provide ongoing faculty support through the PLC.

Facilitator

PD Liaison; Test Chair, Department Heads

Participants

Teachers

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

PD Opportunity 3

Train faculty how to use a variety of assessment data, such as FSA , FAIR, Reading Plus and G2D, to differentiate instruction in the classroom and provide ongoing faculty support through the PLC.

Facilitator

PD Liaison; Reading Leader, Department Heads

Participants

Teachers

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

PD Opportunity 4

Train faculty to complete the Deliberate Practice Growth Target (DPGT) form to guide the ongoing research-based reflection and collaboration that will improve instructional practice and have a positive impact on student learning.

Facilitator

PD Liaison; PLST Team

Participants

Teachers

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

G1.B1.S2 Standards Based Instruction

PD Opportunity 1

Train faculty to align lesson planning to the Florida Standards with an emphasis on rigorous instruction that supports student success on summative FSA assessments in reading and ELA, mathematics, biology, and social studies.

Facilitator

PD Liaison, department heads

Participants

teachers

Schedule

Biweekly, from 8/24/2014 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Implementation of a professional development action plan that focuses on authentic assessments that are aligned to measure the achievement of daily learning objectives and to provide ongoing faculty support through the professional learning communities (PLC).	$0.00
2	G1.B1.S1.A2	Train faculty in the use of Gateway to Data (G2D) to create benchmark assessments aligned with daily instructional objectives, and to provide ongoing faculty support through the PLC.	$0.00
3	G1.B1.S1.A3	Train faculty how to use a variety of assessment data, such as FSA , FAIR, Reading Plus and G2D, to differentiate instruction in the classroom and provide ongoing faculty support through the PLC.	$0.00
4	G1.B1.S1.A4	Train faculty to complete the Deliberate Practice Growth Target (DPGT) form to guide the ongoing research-based reflection and collaboration that will improve instructional practice and have a positive impact on student learning.	$0.00
5	G1.B1.S2.A1	Train faculty to align lesson planning to the Florida Standards with an emphasis on rigorous instruction that supports student success on summative FSA assessments in reading and ELA, mathematics, biology, and social studies.	$0.00
6	G2.B3.S1.A1	Monitor the daily attendance of all students.	$0.00
7	G2.B3.S1.A2	Counsel students who have unexcused absences, facilitate parent conferences, and initiate probationary status for attendance.	$0.00
8	G2.B3.S2.A1	Create a mentoring plan that assigns staff to bond with selected groups of students based on academic or social emotional needs.	$0.00
9	G2.B3.S2.A2	Plan quarterly grade level "Heart-to Heart" sessions to allow students to bond and share her own experiences with pregnancy and social/emotional and school issues.	$0.00
10	G2.B3.S3.A1	Recognize students for academic honor roll, perfect attendance, and good citizenship through quarterly announcements, achievement certificates presented at honor roll assemblies, and trophies at the end of the year award ceremony.	$0.00
11	G2.B3.S3.A2	Provide student of the month recognition certificates, educational field trips, field days, and incentive activities.	$0.00
12	G3.B3.S2.A1	Students in middle school science classes will develop a school recycling campaign to recycle paper waste from all classrooms and to educate the entire school about the advantages of recycling and how to recycle.	$0.00
13	G3.B3.S2.A2	Create academies for culinary arts and fashion to provide students with additional choices for career focus and industry certification.	$0.00
14	G3.B3.S2.A3	Expand the technology/business academy by partnering with the Network for Teaching Entrepreneurship (NFTE).	$0.00
		Total:	$0.00