

Miami-Dade County Public Schools

Dorothy M. Wallace Cope Center



2015-16 School Improvement Plan

Dorothy M. Wallace Cope Center

10225 SW 147TH TER, Miami, FL 33176

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

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

95%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

100%

School Grades History

Year	2014-15	2013-14	2008-09
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>.

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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

It is the mission of Dorothy M. Wallace COPE Center staff, students, parents and community to accept the responsibility of teaching teenage parents through multi-disciplinary approaches in a nurturing environment. We recognize the total well-being of each student by fostering positive social and emotional growth. In addition, we provide academic, parenting, life management and career skills, along with needed support services, allowing for maximum school success.

Provide the school's vision statement

Dorothy M. Wallace COPE (Continuing Opportunities for Purposeful Education) Center's vision is to provide varying educational opportunities, enabling teenage parents to become high school graduates and reach their fullest potential.

School Environment

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

Dorothy M. Wallace COPE Center promotes a positive school culture where all differences are welcomed and embraced. The staff makes every effort to build positive relationships with all students and their support systems. This effort is accomplished through a variety of venues such as mentoring programs, conferences and school-sponsored activities (academic and non-academic) for parents and students. Additionally, the District's Climate Surveys and Title I Surveys provides a snapshot of parents/guardians and students' needs. Informational newsletters, electronic gradebook messages and Connect-Ed will also be utilized in order to maintain communication and ensure positive relationships..

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

Dorothy M. Wallace COPE Center promotes and creates a safe learning environment by enforcing the Student Code of Conduct as well as plant security procedures and Critical Incident Response Procedures. All security personnel have attended training for the 2015-2016 school-year directly related to managing and assisting with critical situations and maintaining student safety. Security personnel remain visible throughout the school day and available to anyone entering the school. Key staff members are provided radios for continuous communication with administration. Students are required to wear approved uniforms and must have a hall pass when leaving the classroom through the implementation and use of "Student Concerns Box", students are invited to make suggestions and report situations with anonymity. Finally, the Principal sponsors a monthly "Conversation and Coffee activity where parents and students are given the opportunity to meet with the Principal to discuss their concerns and/or suggestions related to student safety and activities.

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

In order to ensure and maintain a school/classroom environment conducive to learning, the staff of Dorothy M. Wallace COPE Center has implemented a school-wide Alternative to Suspension Discipline Plan aligned to the District Code of Student Conduct. The plan provides staff a consistent, fair and positive approach when addressing unacceptable behavior. The goal of the plan is to transform negative behavior that could possibly result in a student missing school or possibly being withdrawn from school. The Alternative to Suspension Discipline Plan allows staff to give students a verbal warning, phone calls to parents/guardians, teacher-parent/guardian conferences, lunch detentions, referral to the guidance counselor and when all resources are exhausted, a referral is given to the principal. Copies of the school-wide rules are posted throughout the school, including the classrooms. School-wide rules are also announced daily via morning announcements. Student orientations are conducted at the start of each nine weeks to reiterate behavior expectations. Lastly, throughout the school year, students are provided incentives for positive behavior and academic success.

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

Dorothy M. Wallace COPE Center Student Services Team consists of two counselors, a school nurse and a social worker. In addition, the school is serviced with a full time clinic dedicated to the promotion of student social/emotional health and well-being. In addition, students that require regular services or referrals to outside agencies are also assisted via the Community Health of South Florida Inc. (CHI) Clinic at Dorothy M. Wallace COPE Center. Through a partnership between Miami-Dade County Public Schools and CHI, students

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

Dorothy M. Wallace COPE Center utilizes the following early warning system indicators to identify students for additional support and/or intervention:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English, Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English, Language Arts or mathematics

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
	8	9	10	11	12	
Attendance below 90 percent	1	1	0	3	6	11
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	6	2	5	7	7	27

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

Indicator	Grade Level		Total
	9	11	
Students exhibiting two or more indicators	1	2	3

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

Dorothy M. Wallace COPE Center utilizes the following intervention strategies to improve academic performance of students identified by the early warning system:
 Attendance below 90 percent – Social Worker identifies and conducts home visits to assist families in need. Grade-level counselors meet with families to complete an attendance contract as well as to conduct a Truancy packet.
 One or more suspensions - Students who are suspended automatically receive in-school counseling services as well as participate in a team conference with counselor, administrator, teachers and parent. After accumulating 5 days of outdoor suspension, students are referred to the MTSS/RtI process in order to identify condition and reason for said student behavior.
 Course failure in ELA or Math - Students who fail an ELA or Math course are provided the opportunity to participate in intensive reading courses and/or Florida Virtual School.
 Level 1 on statewide assessment - All students who receive a level 1 on statewide assessments in reading, are automatically enrolled in intensive reading courses.

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

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

Dorothy M. Wallace COPE Center strives to build community partnerships with an integrated focus on academics, teen-age parent development, family support, health and social services, and community development. Though our student population is transient and comes from several area communities, through the assistance of the school's Education Excellence School Advisory Council (EESAC), we are networking with local community leaders to establish formal relationships and collaborative structures to engage stakeholders.

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
Burks, Annette	Principal
Joseph-Goins, Alfreida	Instructional Coach
Revere, Karla	Teacher, Career/Technical
Gilbert, Constance	Instructional Media
Morning, Marilyn	Paraprofessional
Quinn, Tarika	Teacher, K-12
Gayden, Angela	Teacher, K-12
Cobbs, Natalie	Paraprofessional
Clay, Calvina	Guidance Counselor
Quick, Argentina	Teacher, PreK

Duties

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

Annette Burks-Grice, Principal: Provides a common vision for the utilization of data-based decision-making and instruction; build data-driven professional learning communities that hold all individuals accountable for student learning and instructional improvement; ensures implementation and monitoring of intervention support and documentation; ensures professional development to support MTSS/Rtl implementation; communicates with parents regarding school-based MTSS/Rtl plans and initiatives.

Argentina Quick, Childcare Specialist: Directs and supervises the childcare assistants/aides and other childcare support staff ; develops and supervises the implementation of daily lesson plans/activities as related to the childcare program; develops, implements and monitors model childcare center environments which foster sound educational practices for infants, toddlers, childcare workers, trainees and teen parents; establishes and monitors procedures for safe and sanitary environment, which conforms to the standards and requirements of M-DCPS; provides direct instructional support and training to childcare assistants/aides, trainees and teen parents, to include but not to be limited to knowledge of child growth and development, health, safety, nutrition, early childhood curriculum, adult/child interaction and parenting skills; monitors registration, attendance, health and nutritional records of children enrolled in the Nursery and establishes and maintains articulation between school administrator, instructional and support staff and teen parents to enhance the delivery of the educational program.

Constance Gilbert, Media Specialist: Provides support as related to the K-12 District Reading Program, analyzes student assessment data, and provides data-based instructional support to content instructional staff, and ensures the fidelity of the school’s literacy program.

Alfreida Joseph-Goins, Data/Assessment Coordinator: Coordinates all District/State mandated assessments, disaggregates data to provide instructional support for data-based instructional planning, and assist in providing data-based professional development.

Marilyn Morning - Non-Instructional Support Leader - represents the non-instructional staff to provide support in disseminating information so that all stakeholders are included in the school-wide decision making process.

Tarika Quinn - Students Services Leader-works with students on issues related to attendance problems, and works with the families to develop intervention plans to support the student's academic, emotional behavioral, and social success.

Karla Revere - Career-Technical Academy Leader - provides assistance in the development and implementation of the Career-Technical, Early Childhood, and Health Science Academy. This

includes but is not limited to focus on increased participation in STEM and career-technical related organizations and activities.

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 MTSS/Rtl Leadership Team meets as a Professional Learning Community addressing the data trends and needs that effect the school and overall student achievement.

The focus of discussion:

- What is occurring with the student?
- Why is/are the problem(s) occurring?
- What interventions are being used to correct problem?
- Are the current interventions working?

Information discussed at the MTSS/Rtl Leadership Team meetings will be shared with EESAC to implement and further adjust the school improvement plan.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic 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 intervening services for children to be 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 and 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 CIS, 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

DMW COPE provides remediation services to students in cooperation with Communities in Schools (CIS) to provide additional support for the students. Additionally, Students are identified based on district and state assessments to be provided Supplemental Educational Services (SES) tutoring support. Instructional personnel develop, implement, and evaluate core content/standards. Specific interventions are designed and implemented based on data analysis and coordinated to ensure that appropriate measures are taken to meet learners needs to improve student achievement. In addition

to providing intervention support, professional development activities are provided so that appropriate progress monitoring and delivery of the services are maintained. Other components that are integrated into the school-wide Title I Program include academic and enrichment programs to improve community and parental involvement.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- 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

The District utilizes available Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing:

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL content area teachers

Title X- Homeless

- 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 the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

The school counselors will provide students assistance through small groups and in-class activities on how to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

DMW COPE Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Nutrition education is provided through the Nutrition and Wellness Courses. DMW COPE Center Receives funds and information to provide nutrition programs from the Florida Department of Health, Childcare Food Program.

Adult Education

Students are encouraged to enroll in Adult Education courses that assist in course recovery (course forgiveness) thereby meeting graduation requirements as determined by the District Pupil Progression Plan.

Career and Technical Education

DMW COPE Center offers two career academies: Certified Nursing Assistants academy and the Early Childhood academy. The program design of the Nursing Assistant program is currently an intensive one-year program. Participation in the Certified Nursing Assistant academy will lead to industry certification after successful completion of the program and passing the CNA exam. The Early Childhood program design is currently a four-year program. Participation in this program can lead to industry certification after successful completion of the four-year program and passing the required six competency exams. Both academy programs provide course credit which can be transferred to the respective programs at Miami Dade College.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marilyn Morning	Education Support Employee
Annette Burks-Grice	Principal
Tarika Quinn	Teacher
Angela Gayden	Teacher
Yvonne Parchment	Business/Community
Joey McCall, Esq	Business/Community
Sonya Harrington	Parent
	Student
Alfreida Joseph-Goins	Teacher
Karen Webb	Business/Community
Wendy Garcia	Student
Shakira Clay	Student
Calvina Clay	Teacher

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 Educational Excellence School Advisory Council played an integral role in the development and the implementation of the school improvement plan. The EESAC met after each assessment administration to discuss the data results from the assessments in order to identify areas for improvement and/or maintenance of strategies that were working. In addition to providing critical support with the implementation of the school improvement plan, the EESAC also assisted in identifying methods to increase student achievement.

Development of this school improvement plan

The SAC is the sole body responsible for final decision-making at the school related to implementation of the State system of School improvement and accountability.

Preparation of the school's annual budget and plan

The SAC is the sole body responsible for determining the use and allocation of the funds to EESAC.

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

School improvement funds will be used to provide incentives for academic achievement as well as positive reinforcement for meeting attendance goals, citizenship etc.

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
Gilbert, Constance	Instructional Media
Cobbs, Natalie	Paraprofessional
Hadley, Sylvia	Teacher, K-12
Spiegel, Steven	Teacher, ESE
James-Bodie, Latasha	Attendance/Social Work
Burks, Annette	Principal

Duties

Describe how the LLT promotes literacy within the school

A major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. This initiative will be accomplished by determining professional development needs related to literacy and student achievement, and on-going collaboration to discuss student data.

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

In order to increase student achievement and professional practice, common planning has been implemented which provides a collaborative environment to discuss development/implementation. Additionally, job-embedded professional development has been implemented to include but not limited to professional learning communities, coaching, Lesson Study, and mentoring to assist in fostering positive working relationships.

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

In-house professional development opportunities with emphasis on lesson planning, classroom management, and data analysis. Continuous opportunities for staff to participate in region/district professional development opportunities.

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

In order to facilitate the growth of teachers, it has been determined that peer mentoring which is based on research in content area/or similarity of content area, as well as pairing with a teacher with more experience as an educator has proven to be a determining factor in teacher retention and student achievement.

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

Dorothy M. Wallace COPE Center ensures its core instructional programs and materials are aligned to Florida's Standards by following the M-DCPS Pacing Guides as well as backwards planning based CPALMS and the Florida Standards Item Specifications for MAFS and LAFS.

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

Dorothy M. Wallace COPE Center uses data to provide and differentiate instruction (DI) as follows: Modified Instruction - Students are identified for DI groups based on assessment/diagnostic data results. Teachers create DI groups and modify instruction for the purpose of remediating and/or supplementing content learning. Additionally, teachers provide small group DI activities to determine content attainment. Examples include: Student placed in DI groups by either content category weakness or standards proficiency. Teacher creates/uses additional instructional materials based on the standards addressed by the DI groups in order to focus on specific needs of students. The teacher rotates between groups in order to facilitate and assist with content area instruction during DI. Students with an exceptionality or English Language Learners are provided modified support to meet their needs.

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: Extended School Day

Minutes added to school year:

NA

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Dorothy M. Wallace COPE Center utilizes a transitional plan to support incoming and outgoing students. All prospective students must schedule an orientation meeting with the Principal prior to enrolling. Grade level counselors and teachers work collaboratively to assign students to proper courses through the use of the curriculum bulletin and Pupil Progression Plan to assist transitioning from one level to another. Supporting a smooth transition to high school requires allowing struggling students to catch up while also ensuring they are challenged and engaged in learning. Incoming students' conference with guidance counselors and are provided an orientation with information and support. Additionally, students participate in school wide assemblies for each grade level guidance support and information. The Student Services Team, with parents/guardians, and other school representatives meet to accurately place LEP and SPED students.

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

DMW COPE Center staff works closely with student services to identify and provide additional course selections that will prepare the student for post-secondary options. Instructional staff/teachers participate in professional development that targets "School-to-Work" initiatives that are then infused throughout the curriculum. Teachers mentor students by assisting with college preparation and career planning and training such as financial planning, resume development, and appropriate work-site etiquette.

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

Instructional staff/teachers incorporate real-world application to illustrate the relationships between subject area courses and their future aspirations. Additionally, instructional staff/teachers will infuse the use of technology across the curriculum to promote and facilitate integration of skills that are necessary for success in any future endeavor.

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

The curriculum offered at DMW COPE Center is aligned with Miami-Dade County Public School pupil progression plan. Students attending DMW COPE Center are also required to meet state assessment requirements for graduation (FCAT 2.0/FSA/EOC exams). Students are encouraged to enroll in honors and advanced placement courses and where applicable, the dual enrollment program. Additionally, students at COPE are given the opportunity and encouraged to take pre-graduation diagnostic examinations, such as PSAT, SAT, and ACT to determine areas of strengths and weaknesses in preparation for post-secondary education. Student services inform and assist students with the application for Bright Futures scholarships. Students do not receive a diploma from COPE. Once district/state graduation requirements are met, the student receives their diploma from their respective home high school as determined by the district's attendance boundary.

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

Dorothy M. Wallace COPE Center follows the Miami-Dade County Public Schools pupil progression plan which is in accordance with meeting standards for college entry after high schools. There are three academies that can facilitate industry certification so that our students leave DMW COPE with a certification in Early Childhood Education, Certified Nursing Assistant certification, and/or Microsoft Office Suite certification. Students are also provided with opportunities to participate in local, regional, and state affiliated organizations that support post-secondary career readiness such as Future Business Leaders of America, Health Science Occupation Students of America, Family and Consumer, Community Leaders of America, and Women of Tomorrow.

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:

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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.** The the school-wide goal for 2015-2016 school year is to increase student achievement by improving core instruction in all content areas.
- G2.** The goal for the 2015-2016 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students.
- G3.** The goal for the 2015-16 school year is to increase participation in STEAM(Science,Technology,Engineering,Arts,and Mathematics) participation.
- G4.** The goal for the 2015-2016 school year is to increase Parental Involvement related to school activities.

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. The the school-wide goal for 2015-2016 school year is to increase student achievement by improving core instruction in all content areas. 1a

G070541

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	43.0
AMO Math - All Students	53.0
AMO Reading - African American	42.0
AMO Reading - ED	42.0
AMO Math - African American	33.0
AMO Math - ED	53.0
Algebra I EOC Pass Rate	10.0
Geometry EOC Pass Rate	24.0
Bio I EOC Pass	36.0
AMO Reading - Hispanic	46.0

Resources Available to Support the Goal 2

- Web-based computer programs - Edgenuity, kahoot.it
- Promethean Boards
- District Pacing Guides
- Common Planning
- Peer Coaching
- Morning Collaboration
- Inter-disciplinary focus calendar to support language arts and reading
- Algebra Nation
- Tablet Integration

Targeted Barriers to Achieving the Goal 3

- Instructional program lacks rigor in lessons
- Instructional staff fails to re-visit/re-evaluate student performance throughout the academic year with regards to content previously taught and provide timely feedback.

Plan to Monitor Progress Toward G1. 8

Administration will implement the continuous improvement model and provide feedback.

Person Responsible

Annette Burks

Schedule

Weekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Student work samples, common planning sign-in sheets.

G2. The goal for the 2015-2016 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students. 1a

G070542

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 11	33.0
Attendance Below 90% Grade 12	20.0
Attendance Below 90% Grade 10	21.0

Resources Available to Support the Goal 2

- Community Health Incorporated (CHI) - onsite
- School-site Social Worker
- On-site Childcare Services

Targeted Barriers to Achieving the Goal 3

- Daily attendance is affected due to health issues related to pregnancy and later their children's illness, absence and tardiness.
- Students change home addresses due to family's economic situation , as well as students in the foster care system, therefore increasing our mobility rate.

Plan to Monitor Progress Toward G2. 8

Attendance and truancy reports will be reviewed to monitor for progress towards the goal.

Person Responsible

Annette Burks

Schedule

Biweekly, from 8/24/2015 to 6/4/2016

Evidence of Completion

Attendance and Truancy Reports; CHI Clinic enrollment data

G3. The goal for the 2015-16 school year is to increase participation in STEAM(Science,Technology,Engineering,Arts,and Mathematics) participation. 1a

G070543

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	10.0

Resources Available to Support the Goal 2

- Web-Based industry preparation software
- STEM opportunities through district/regional sponsored competitions
- Arts participation through passport field opportunities
- School-site academy

Targeted Barriers to Achieving the Goal 3

- Lack of participation in Career-Technical Organizations/Clubs

Plan to Monitor Progress Toward G3. 8

Academy organization/club membership, assessment data, and attendance reports will be monitored to determine the progress toward the goal.

Person Responsible

Annette Burks

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

2015-2016 industry certification exams and registration/participation in district/regional STEM activities/competitions.

G4. The goal for the 2015-2016 school year is to increase Parental Involvement related to school activities.

1a

G070544

Targets Supported 1b

Indicator	Annual Target
Attendance rate	88.0

Resources Available to Support the Goal 2

- Parent Resource Center
- Behavioral Incentive Programs
- Parent Portal
- Educational Excellence School Advisory Council

Targeted Barriers to Achieving the Goal 3

- Parents are not aware of the positive association between parental involvement and student's academic achievement.

Plan to Monitor Progress Toward G4. 8

Surveys, Parent Communication Logs, Sign-in Sheets will be reviewed to monitor the progress towards the goal.

Person Responsible

Constance Gilbert

Schedule

Monthly, from 9/17/2015 to 5/29/2016

Evidence of Completion

Surveys, Parent Communication Logs, Sign-in Sheets

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. The the school-wide goal for 2015-2016 school year is to increase student achievement by improving core instruction in all content areas. **1**

 G070541

G1.B1 Instructional program lacks rigor in lessons **2**

 B183789

G1.B1.S1 Implement questioning strategies and activities in reading and writing across the curriculum to encourage rigorous reader interactions with text to deepen understanding. **4**

 S195414

Strategy Rationale

Through effective instructional planning and delivery, the requisite rigor will be appropriately planned in the instruction which will increase student engagement, and prepare students to increase their student achievement.

Action Step 1 **5**

Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.

Person Responsible

Alfreida Joseph-Goins

Schedule

Daily, from 9/7/2015 to 6/8/2016

Evidence of Completion

Evidence of implementation of action step will be professional development plan, instructional walkthrough documents, student work folder, and sign-in sheets.

Action Step 2 5

Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets(tied to the standards), essential question(aligned to learning targets), before-during-after instructional activities for both whole-group and small group sessions, home-learning, and daily/weekly framework for bell-to-bell instruction.

Person Responsible

Alfreida Joseph-Goins

Schedule

Daily, from 9/7/2015 to 6/7/2016

Evidence of Completion

Instructional walkthrough documents, lesson plans, student work folders, sign-in sheets and common planning agendas.

Action Step 3 5

Develop a procedure for showing evidence of the progression from the daily products to the culminating end products that includes meaningful standards-based feedback and provides opportunities for students to publish their work.

Person Responsible

Annette Burks

Schedule

Weekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence of implementation of action steps will be instructional walkthroughs, lesson plans and student work folders.

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

Classroom instruction and delivery will be monitored; Feedback will be provided and adjustments made as necessary.

Person Responsible

Annette Burks

Schedule

Biweekly, from 9/7/2015 to 5/2/2016

Evidence of Completion

Student Work and common planning sign-in sheets.

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

The implementation of the professional development plan in conjunction with instructional walkthroughs will be monitored to ensure implementation with fidelity.

Person Responsible

Annette Burks

Schedule

Semiannually, from 10/9/2015 to 3/31/2016

Evidence of Completion

Student Work and common planning sign-in sheets.

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

Student work sample discussions during collaborative planning meetings will be used for progress monitoring and improving instruction.

Person Responsible

Annette Burks

Schedule

Monthly, from 9/7/2015 to 3/31/2016

Evidence of Completion

Student work.

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

Classroom instruction and delivery will be monitored and provide feedback and make adjustments as necessary.

Person Responsible

Annette Burks

Schedule

Monthly, from 9/7/2015 to 3/31/2016

Evidence of Completion

Instructional walkthrough documents and lesson plans.

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

Classroom walkthroughs and evidence of implementation of administrative feedback will be used to monitor the effectiveness of implementation.

Person Responsible

Annette Burks


Schedule

Biweekly, from 9/7/2015 to 3/31/2016


Evidence of Completion

Student published writing projects.

G1.B2 Instructional staff fails to re-visit/re-evaluate student performance throughout the academic year with regards to content previously taught and provide timely feedback. 2

 B183790

G1.B2.S1 Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets; Collaboration with colleagues for best practices. 4

 S195415

Strategy Rationale

Common planning allows for instructional staff to collaborate and share best practices that can streamline and/or provide strategies for providing corrective feedback and corrective modifications to be beneficial to both instructor and student.

Action Step 1 5

Teachers will attend common planning in order to share best practices and effective strategies for re-visitng/re-evaluating content previously taught and providing corrective feedback.

Person Responsible

Alfreida Joseph-Goins

Schedule

Daily, from 8/31/2015 to 4/30/2016

Evidence of Completion

Common Planning Agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student work folders will be monitored for implementation of strategies that streamline re-evaluation of previously taught content through informal and formal assessment and provides corrective feedback.

Person Responsible

Annette Burks

Schedule

Weekly, from 8/24/2015 to 3/31/2016

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrative Team will monitor student work for re-evaluation of previously taught content and corrective feedback.

Person Responsible

Annette Burks

Schedule

Biweekly, from 8/31/2015 to 4/30/2016

Evidence of Completion

Student work


G2. The goal for the 2015-2016 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students. 1

 G070542

G2.B1 Daily attendance is affected due to health issues related to pregnancy and later their children's illness, absence and tardiness. 2

 B183791

G2.B1.S1 Encourage the use of the onsite clinic for student and their child. 4

 S195416

Strategy Rationale

If student uses the on-site clinic, the student can come to school and receive necessary medical services without missing the entire school day.

Action Step 1 5

During enrollment the parent/guardian will be made aware of the on-site medical services provided to assist with the student having good attendance.

Person Responsible

Annette Burks

Schedule

Biweekly, from 8/24/2015 to 6/5/2016

Evidence of Completion

Bi-Weekly attendance reviews.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance review committee will conduct weekly attendance reviews.

Person Responsible

Annette Burks

Schedule

Weekly, from 8/24/2015 to 6/4/2016

Evidence of Completion

Daily Attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.

Person Responsible

Annette Burks

Schedule

Biweekly, from 8/24/2015 to 6/5/2016

Evidence of Completion

Daily Attendance Reports; Attendance Rosters; Truancy Reports.

G2.B2 Students change home addresses due to family's economic situation , as well as students in the foster care system, therefore increasing our mobility rate. **2**

 B183792

G2.B2.S1 Personalize relationships between students and school personnel by asking all school employees to mentor a group of students. **4**

 S195417

Strategy Rationale

When faculty and staff have a shared collective responsibility to the student stakeholders, relationships are developed that minimize negative impact to the student's academic program.

Action Step 1 **5**

Attendance Review committee/Student Services will conduct weekly attendance reviews.

Person Responsible

Tarika Quinn

Schedule

Biweekly, from 9/7/2015 to 5/29/2016

Evidence of Completion

Daily attendance rosters, attendance reports, and truancy reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administrative Team will monitor student's attendance and academic progress.

Person Responsible

Annette Burks

Schedule

Biweekly, from 9/7/2015 to 5/29/2016

Evidence of Completion

Interim Progress Reports, Attendance Reports, Daily Attendance rosters, Truancy Reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.

Person Responsible

Tarika Quinn

Schedule

Monthly, from 9/7/2015 to 5/29/2016

Evidence of Completion

Attendance Rosters, Truancy meeting Reports, Social Worker home visit logs.

G3. The goal for the 2015-16 school year is to increase participation in STEAM(Science,Technology,Engineering,Arts,and Mathematics) participation. 1

G070543

G3.B1 Lack of participation in Career-Technical Organizations/Clubs 2

B183793

G3.B1.S1 Students will choose an academy upon enrollment in school. Through membership in the academy, students will participate in affiliated Career-Technical organizations such as FBLA(Future Business Leaders of America),FCCLA(Family, Consumer, Community Leaders of America), and HOSA(Health Occupations Students of America). 4

S195418

Strategy Rationale

As members of the academies and participation in district/regional events and competitions, students will become more interested in participating and qualifying for industry certification.

Action Step 1 5

Students will register and participate in academy organizations/clubs

Person Responsible

Karla Revere

Schedule

On 6/3/2016

Evidence of Completion

Membership enrollments for CTE academy organizations/clubs. (FBLA,FCCLA,HOSA)

Action Step 2 5

Students will participate in district/Regional math and science activities/competitions.

Person Responsible

Angela Gayden

Schedule

Semiannually, from 9/7/2015 to 2/1/2016

Evidence of Completion

Registration participation in district/regional competitions (Science Fair, Fairchild challenge, SECME etc)

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Weekly Department/Team meetings with instructors to determine the enrollment status of academies.

Person Responsible

Karla Revere

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Academy club meeting attendance rosters.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Students taking industry certification exams will be required to log practical hours that will assist them in determining if they are on track to pass the industry certification exam.

Person Responsible

Karla Revere

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Periodic mini-assessments, attendance rosters.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative Team will monitor classroom instruction/preparation for industry certification exams.

Person Responsible

Annette Burks

Schedule

Biweekly, from 9/7/2015 to 6/3/2016


Evidence of Completion

Assessment Data and Attendance Reports.

G4. The goal for the 2015-2016 school year is to increase Parental Involvement related to school activities. 1

 G070544

G4.B1 Parents are not aware of the positive association between parental involvement and student's academic achievement. 2

 B183794

G4.B1.S1 Provide additional opportunities for parents to attend school-wide activities in addition to academic conferences. 4

 S195419

Strategy Rationale

Due to our unique population, if additional opportunities are provided that involve the grandparent and parent, the student's parent is more likely to become involved in all aspects of the student's overall academic program.

Action Step 1 5

Administration, faculty and staff will develop home-school partnerships.

Person Responsible

Annette Burks

Schedule

Monthly, from 9/7/2015 to 6/4/2016

Evidence of Completion

Sign-in sheets/logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative team will review sign in sheets/logs to determine the number of parents attending.

Person Responsible

Constance Gilbert

Schedule

Monthly, from 9/17/2015 to 5/29/2016

Evidence of Completion

Sign-In Sheets/Logs; Surveys

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Survey parents after attending school activities and/or conferences to obtain and/or maintain goals for parent participation.

Person Responsible

Constance Gilbert

Schedule

Monthly, from 9/17/2015 to 5/29/2016

Evidence of Completion

Parent Communication Logs/Sign-in Sheets/EESAC Agendas/Minutes

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	Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.	Joseph-Goins, Alfreida	9/7/2015	Evidence of implementation of action step will be professional development plan, instructional walkthrough documents, student work folder, and sign-in sheets.	6/8/2016 daily
G1.B2.S1.A1	Teachers will attend common planning in order to share best practices and effective strategies for re-visitng/re-evaluating content previously taught and providing corrective feedback.	Joseph-Goins, Alfreida	8/31/2015	Common Planning Agendas and sign-in sheets	4/30/2016 daily
G2.B1.S1.A1	During enrollment the parent/guardian will be made aware of the on-site	Burks, Annette	8/24/2015	Bi-Weekly attendance reviews.	6/5/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	medical services provided to assist with the student having good attendance.				
G2.B2.S1.A1	Attendance Review committee/Student Services will conduct weekly attendance reviews.	Quinn, Tarika	9/7/2015	Daily attendance rosters, attendance reports, and truancy reports.	5/29/2016 biweekly
G3.B1.S1.A1	Students will register and participate in academy organizations/clubs	Revere, Karla	9/7/2015	Membership enrollments for CTE academy organizations/clubs. (FBLA, FCCLA, HOSA)	6/3/2016 one-time
G4.B1.S1.A1	Administration, faculty and staff will develop home-school partnerships.	Burks, Annette	9/7/2015	Sign-in sheets/logs	6/4/2016 monthly
G1.B1.S1.A2	Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets(tied to the standards), essential question(aligned to learning targets), before-during-after instructional activities for both whole-group and small group sessions, home-learning, and daily/weekly framework for bell-to-bell instruction.	Joseph-Goins, Alfreida	9/7/2015	Instructional walkthrough documents, lesson plans, student work folders, sign-in sheets and common planning agendas.	6/7/2016 daily
G3.B1.S1.A2	Students will participate in district/ Regional math and science activities/ competitions.	Gayden, Angela	9/7/2015	Registration participation in district/ regional competitions (Science Fair, Fairchild challenge, SECME etc)	2/1/2016 semiannually
G1.B1.S1.A3	Develop a procedure for showing evidence of the progression from the daily products to the culminating end products that includes meaningful standards-based feedback and provides opportunities for students to publish their work.	Burks, Annette	9/7/2015	Evidence of implementation of action steps will be instructional walkthroughs, lesson plans and student work folders.	6/7/2016 weekly
G1.MA1	Administration will implement the continuous improvement model and provide feedback.	Burks, Annette	8/25/2015	Student work samples, common planning sign-in sheets.	6/3/2016 weekly
G1.B1.S1.MA1	Classroom walkthroughs and evidence of implementation of administrative feedback will be used to monitor the effectiveness of implementation.	Burks, Annette	9/7/2015	Student published writing projects.	3/31/2016 biweekly
G1.B1.S1.MA1	Classroom instruction and delivery will be monitored; Feedback will be provided and adjustments made as necessary.	Burks, Annette	9/7/2015	Student Work and common planning sign-in sheets.	5/2/2016 biweekly
G1.B1.S1.MA3	The implementation of the professional development plan in conjunction with instructional walkthroughs will be monitored to ensure implementation with fidelity.	Burks, Annette	10/9/2015	Student Work and common planning sign-in sheets.	3/31/2016 semiannually
G1.B1.S1.MA4	Student work sample discussions during collaborative planning meetings will be used for progress monitoring and improving instruction.	Burks, Annette	9/7/2015	Student work.	3/31/2016 monthly
G1.B1.S1.MA5	Classroom instruction and delivery will be monitored and provide feedback and make adjustments as necessary.	Burks, Annette	9/7/2015	Instructional walkthrough documents and lesson plans.	3/31/2016 monthly
G1.B2.S1.MA1	Administrative Team will monitor student work for re-evaluation of previously taught content and corrective feedback.	Burks, Annette	8/31/2015	Student work	4/30/2016 biweekly
G1.B2.S1.MA1	Student work folders will be monitored for implementation of strategies that streamline re-evaluation of previously taught content through informal and	Burks, Annette	8/24/2015	Student Work	3/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	formal assessment and provides corrective feedback.				
G2.MA1	Attendance and truancy reports will be reviewed to monitor for progress towards the goal.	Burks, Annette	8/24/2015	Attendance and Truancy Reports; CHI Clinic enrollment data	6/4/2016 biweekly
G2.B1.S1.MA1	Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.	Burks, Annette	8/24/2015	Daily Attendance Reports; Attendance Rosters; Truancy Reports.	6/5/2016 biweekly
G2.B1.S1.MA1	Attendance review committee will conduct weekly attendance reviews.	Burks, Annette	8/24/2015	Daily Attendance	6/4/2016 weekly
G2.B2.S1.MA1	Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.	Quinn, Tarika	9/7/2015	Attendance Rosters, Truancy meeting Reports, Social Worker home visit logs.	5/29/2016 monthly
G2.B2.S1.MA1	Administrative Team will monitor student's attendance and academic progress.	Burks, Annette	9/7/2015	Interim Progress Reports, Attendance Reports, Daily Attendance rosters, Truancy Reports.	5/29/2016 biweekly
G3.MA1	Academy organization/club membership, assessment data, and attendance reports will be monitored to determine the progress toward the goal.	Burks, Annette	9/7/2015	2015-2016 industry certification exams and registration/participation in district/regional STEM activities/competitions.	6/3/2016 monthly
G3.B1.S1.MA1	Administrative Team will monitor classroom instruction/preparation for industry certification exams.	Burks, Annette	9/7/2015	Assessment Data and Attendance Reports.	6/3/2016 biweekly
G3.B1.S1.MA1	Weekly Department/Team meetings with instructors to determine the enrollment status of academies.	Revere, Karla	9/7/2015	Academy club meeting attendance rosters.	6/3/2016 monthly
G3.B1.S1.MA2	Students taking industry certification exams will be required to log practical hours that will assist them in determining if they are on track to pass the industry certification exam.	Revere, Karla	9/7/2015	Periodic mini-assessments, attendance rosters.	6/3/2016 monthly
G4.MA1	Surveys, Parent Communication Logs, Sign-in Sheets will be reviewed to monitor the progress towards the goal.	Gilbert, Constance	9/17/2015	Surveys, Parent Communication Logs, Sign-in Sheets	5/29/2016 monthly
G4.B1.S1.MA1	Survey parents after attending school activities and/or conferences to obtain and/or maintain goals for parent participation.	Gilbert, Constance	9/17/2015	Parent Communication Logs/Sign-in Sheets/EESAC Agendas/Minutes	5/29/2016 monthly
G4.B1.S1.MA1	Administrative team will review sign in sheets/logs to determine the number of parents attending.	Gilbert, Constance	9/17/2015	Sign-In Sheets/Logs; Surveys	5/29/2016 monthly

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. The the school-wide goal for 2015-2016 school year is to increase student achievement by improving core instruction in all content areas.

G1.B1 Instructional program lacks rigor in lessons

G1.B1.S1 Implement questioning strategies and activities in reading and writing across the curriculum to encourage rigorous reader interactions with text to deepen understanding.

PD Opportunity 1

Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.

Facilitator

Alfreida Joseph-Goins

Participants

Instructional/Non-instructional Support Staff

Schedule

Daily, from 9/7/2015 to 6/8/2016

PD Opportunity 2

Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets(tied to the standards), essential question(aligned to learning targets), before-during-after instructional activities for both whole-group and small group sessions, home-learning, and daily/ weekly framework for bell-to-bell instruction.

Facilitator

Alfreida Joseph-Goins

Participants

Instructional /Non-instructional support staff

Schedule

Daily, from 9/7/2015 to 6/7/2016

G1.B2 Instructional staff fails to re-visit/re-evaluate student performance throughout the academic year with regards to content previously taught and provide timely feedback.

G1.B2.S1 Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets; Collaboration with colleagues for best practices.

PD Opportunity 1

Teachers will attend common planning in order to share best practices and effective strategies for re-visitng/re-evaluating content previously taught and providing corrective feedback.

Facilitator

Alfreida Joseph-Goins

Participants

Instructional/Non-instructional staff

Schedule

Daily, from 8/31/2015 to 4/30/2016

G3. The goal for the 2015-16 school year is to increase participation in STEAM(Science,Technology,Engineering,Arts,and Mathematics) participation.

G3.B1 Lack of participation in Career-Technical Organizations/Clubs

G3.B1.S1 Students will choose an academy upon enrollment in school. Through membership in the academy, students will participate in affiliated Career-Technical organizations such as FBLA(Future Business Leaders of America),FCCLA(Family, Consumer, Community Leaders of America), and HOSA(Health Occupations Students of America).

PD Opportunity 1

Students will register and participate in academy organizations/clubs

Facilitator

Region/District MDCPS personnel and/or Industry certified personnel

Participants

Academy Leaders

Schedule

On 6/3/2016

PD Opportunity 2

Students will participate in district/Regional math and science activities/competitions.

Facilitator

Region/District MDCPS personnel

Participants

Science and/or Math Teachers.

Schedule

Semiannually, from 9/7/2015 to 2/1/2016

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	Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.	\$0.00
2	G1.B1.S1.A2	Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets(tied to the standards), essential question(aligned to learning targets), before-during-after instructional activities for both whole-group and small group sessions, home-learning, and daily/weekly framework for bell-to-bell instruction.	\$0.00
3	G1.B1.S1.A3	Develop a procedure for showing evidence of the progression from the daily products to the culminating end products that includes meaningful standards-based feedback and provides opportunities for students to publish their work.	\$0.00
4	G1.B2.S1.A1	Teachers will attend common planning in order to share best practices and effective strategies for re-visitng/re-evaluating content previously taught and providing corrective feedback.	\$0.00
5	G2.B1.S1.A1	During enrollment the parent/guardian will be made aware of the on-site medical services provided to assist with the student having good attendance.	\$0.00
6	G2.B2.S1.A1	Attendance Review committee/Student Services will conduct weekly attendance reviews.	\$0.00
7	G3.B1.S1.A1	Students will register and participate in academy organizations/clubs	\$0.00
8	G3.B1.S1.A2	Students will participate in district/Regional math and science activities/competitions.	\$0.00
9	G4.B1.S1.A1	Administration, faculty and staff will develop home-school partnerships.	\$0.00
Total:			\$0.00