

Cope Center North



2016-17 Schoolwide Improvement Plan

Cope Center North

9950 NW 19TH AVE, Miami, FL 33147

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	97%

School Grades History

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

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cope Center North

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

There is a focus on personalizing the learning environment through one-on-one interviews with counselors and small classes so that teachers have the ability to interact with students individually. Teachers also conduct data chats with students to learn more about them, the academic and social history and strategize to ensure students meet and exceed their learning goals.

b. 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 standards-focused instructional environment and 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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%

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	5	8	18	23	21	11	86	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	1	3	
Course failure in ELA or Math	0	0	0	0	0	0	0	5	2	14	11	7	4	43	
Level 1 on statewide assessment	0	0	0	0	0	0	0	5	11	24	22	1	0	63	
GPA less than 2.0	0	0	0	0	0	0	0	0	0	11	14	8	5	38	
Failed 2 or more course in any subj.	0	0	0	0	0	0	0	3	4	7	6	2	6	28	
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	8	17	24	16	67

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319929>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gilchrist, Valerie	Principal
Braynon, Gia	School Counselor
Rodriguez, Judy	Teacher, Career/Technical
White, Denise	Teacher, K-12

b. Duties

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

Ms. Valerie Gilchrist - Principal
Ms. Kimberly Wilson - Child Care Specialist
Ms. Hope Grant - English language Arts Leader
Ms. Tashina Moore - Mathematics Leader
Ms. Denise White - Science/Social Studies Leader
Ms. Judy Rodriguez - CTE/Academy Leader / PD Liaison
Ms. Monique Bryant-Clayton - Media Specialist
Ms. Gia Braynon - Counselor

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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Valerie Gilchrist	Principal
Christine Samuels	Teacher
Demetrea McHayle	Education Support Employee
Hermite Toussaint	Business/Community
Denise White	Teacher
Deveraux Clark	Teacher
Kimberly Wilson	Teacher
Peter Saiz	Teacher
Christine Brandon-Francis	Education Support Employee
Carlos Puerto	Business/Community
Ernst Theoc	Business/Community
Ashley Perez-Ortiz	Parent
Ada Jijon	Parent
Michael Hay	Parent

b. Duties

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

a. 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.

b. Development of this school improvement plan

The EESAC was provided with the school action plan, and will be asked to approved the final SIP document when complete, and submit for approval during a regularly scheduled meeting.

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gilchrist, Valerie	Principal
Braynon, Gia	School Counselor
Rodriguez, Judy	Teacher, Career/Technical
White, Denise	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 collaboration within departments. Teachers are also provided opportunities for professional development to encourage best practices and positively impact student achievement.

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

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

Teachers work together in their content area during planning time and following early release days. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Leadership Team will ensure 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. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

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

 = 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.** Parent Involvement: See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G088178

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Instructional staff struggles with developing lessons that incorporate the gradual release of responsibility model in order to prepare students to meet expectations of the Language Arts Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 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

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

Valerie Gilchrist


Schedule

Quarterly, from 9/20/2016 to 1/21/2017

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. Parent Involvement: See Title I PIP 1a

 G088179

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

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**

 G088178

G1.B1 Instructional staff struggles with developing lessons that incorporate the gradual release of responsibility model in order to prepare students to meet expectations of the Language Arts Florida Standards. **2**

 B234476

G1.B1.S1 Develop protocols and monitor common planning to: develop lesson plans inclusive of whole group and small group instruction, higher order questions and the gradual release of responsibility model, analyze student work samples and provide descriptive feedback, reflect on lessons developed and taught. **4**

 S247221

Strategy Rationale

Teachers who purposefully plan and deliver effective lessons support student achievement.

Action Step 1 **5**

Utilize common non-instructional time to provide job-embedded PD with the following foci;

- Gradual Release of Responsibility Model
- Developing student end products that demonstrate mastery of the standards
- Unwrapping the standards
- Developing Higher Order Questions
- Utilizing data to inform differentiated instruction

Person Responsible

Valerie Gilchrist

Schedule

Weekly, from 9/20/2016 to 1/21/2017

Evidence of Completion

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

Lesson plans, and student work samples will be monitored weekly.

Person Responsible

Valerie Gilchrist

Schedule

Weekly, from 9/20/2016 to 1/20/2017

Evidence of Completion

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

Student biweekly and district assessments will be monitored.

Person Responsible

Valerie Gilchrist

Schedule

Weekly, from 9/20/2016 to 1/21/2017

Evidence of Completion

Results of baseline assessments will be compared to midyear and quarterly assessments results to verify increased student achievement.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M334904	Lesson plans, and student work samples will be monitored weekly.	Gilchrist, Valerie	9/20/2016		1/20/2017 weekly
G1.MA1 M334905	FAIR, NGSS Next Generation Sunshine State Standards and FSA/EOC data will be used to evaluate...	Gilchrist, Valerie	9/20/2016	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.	1/21/2017 quarterly
G1.B1.S1.MA1 M334903	Student biweekly and district assessments will be monitored.	Gilchrist, Valerie	9/20/2016	Results of baseline assessments will be compared to midyear and quarterly assessments results to verify increased student achievement.	1/21/2017 weekly
G1.B1.S1.A1 A321788	Utilize common non-instructional time to provide job-embedded PD with the following foci; -Gradual...	Gilchrist, Valerie	9/20/2016		1/21/2017 weekly

VII. Budget

1	G1.B1.S1.A1	Utilize common non-instructional time to provide job-embedded PD with the following foci; -Gradual Release of Responsibility Model -Developing student end products that demonstrate mastery of the standards -Unwrapping the standards -Developing Higher Order Questions -Utilizing data to inform differentiated instruction	\$0.00
Total:			\$0.00