Dorothy M. Wallace Cope Center

2016-17 Schoolwide Improvement Plan

Dorothy M. Wallace Cope Center

10225 SW 147TH TER, Miami, FL 33176

http://copes.dadeschools.net/copes/

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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	98%

School Grades History

Year	2014-15	2013-14	2008-09
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 was approved by the Dade County School Board on 9/30/2016.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Dorothy M. Wallace Cope Center

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.

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.

b. 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.

2. School Environment

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

Dorothy M. Wallace COPE Center with its diverse population, promotes a positive school culture where all differences are welcomed and embraced. The faculty and staff are well trained to serve the multicultural community. This effort is accomplished through a variety of venues and wrap-around services such as mentoring programs, community involvement and enrichment activities. Additionally, Dorothy M. Wallace COPE Center creates a partnership between staff and parents in an effort to maximize student learning by hosting various events throughout the school year such as Open House, parent meetings, parent academy meetings, EESAC meetings, etc. In addition, the school has an open door policy in which parents or guardians are welcomed to obtain information throughout the school year. The school makes every effort to disseminate information via the telephone, CONNECT-ED, monthly calendars and gradebook to keep parents/guardians, staff and students abreast of all school related information.

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

At Dorothy M. Wallace COPE Center, we understand the necessity for every student to receive the best possible education in a safe and respectful environment. The District's Student Code of Conduct and Critical Incident Response procedures are enforced and all staff members are expected to treat every student with respect and makes him/her feel safe. The following programs are available to students:
School Resource Officer and school security secure, patrol and monitor the community and hallways to ensure that safety is in place at all times.
Student Services implement programs such as Value Matters to address core values such as cooperation, responsibility, respect, fairness, integrity, etc.

School Attendance Review Team works with students, families and guardians to implement attendance intervention plans, and assist with attendance issues/problems.

School Social Worker focus on anti-bullying initiates and supporting students and families with drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Dorothy M. Wallace COPE Center takes into account the social and emotional needs of all its students and babies. The following are individuals who provide assistance in particular areas to ensure that the students' and their babies needs are met:Debbie Barcow: School Psychologist: Provided as needed services and support.

Calvina Clay and Tarika Quinn: Guidance Counselors: Implement programs and intervenes with attendance problems, works with students, families and the School Attendance Review Team on attendance issues/problems; facilitate intervention plans.

Latasha James-Bodie: Provide social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well being of families and the academic functioning of children.

Community Health of South Florida Inc. (CHI)-On site clinic providing a variety of health services and referrals to students and families.

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.

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.

Latasha James-Bodie: Provide social services and assistance to improve the social and psychological functioning of students and their families and to maximize the wellbeing of families and the academic functioning of children.

Community Health of South Florida Inc. (CHI)-On site clinic providing a variety of health services and referrals to students and families.

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.

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

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.

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

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	0	2	1	7	13	15	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	4	4	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	4	2	8	16	16	47

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	1	3	2	2	11	13	32

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

Teachers will effectively monitor attendance daily and submit at risk students to the assigned counselor.
Attendance Action Plan will be implemented school-wide to address all attendance issues.
Students that fail state assessments will be monitored and provided opportunities to participate in support programs such as Reading Plus or Edgenuity. All Level 1 and Level 2 students will be scheduled in intensive reading.

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 available at the school site.

2. Description

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.

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.

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

b. Duties

1. 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/RtI implementation; communicates with parents regarding school-based MTSS/RtI plans and initiatives.

Argentina Quick, Childcare Specialist: 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.

Dr. Calvina Clay - Student 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.

Dr. Tarika Quinn- English Language Arts Team Leader- provides assistance in the implementation of the Florida Standards and comprehensive reading plan in order to prepare students for college/career post-secondary aspirations.

Dr. Angela Gayden- Math/Science Team Leader- provides assistance in the implementation of the Florida Standards in order to prepare students for college/career post-secondary career aspirations.

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 MTSS/RtI 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/RtI 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.

2. School Advisory Council (SAC)

a. Membership

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

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
Natalia Martinez	Student
Alfreida Joseph-Goins	Teacher
Karen Webb	Business/Community
Calvina Clay	Teacher
Karla Revere	Teacher
Khadee'Jah Covington	Student
Natalia Martinez	Student
Kim Aime	Student
Constance Gilbert	Teacher

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 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.

b. 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.

c. 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.

2. 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.

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
Gilbert, Constance	Instructional Media
Cobbs, Natalie	Paraprofessional
Hadley, Sylvia	Teacher, K-12
James-Bodie, Latasha	Attendance/Social Work
Edouard, Tammy	Principal
Mildreca, Robinson	Teacher, K-12

b. Duties

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

The following major initiatives promote s literacy within the school:
• Increasing student performance on all statewide assessments
• Increasing instructional routines to improve lesson planning and instructional delivery
• In fusing cross curriculum reading strategies

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.

DMWCC's core instructional program target state standards through focus calendars. The breadth and scope of the focus calendars adopts the core curriculum with emphasis on state goals. Teachers examine and infuse state standards during common planning by integrating differentiated instruction (DI) and research-based practices. Integrating common planning has created a culture of accountability amongst teacher

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

Dorothy M. Wallace COPE Center will incorporate the following research-based strategies to meet the diverse needs of students:
Intensive Reading classes for level 1 and level 2 students
Edgenuity for student not passing Algebra 1 EOC

Common Planning for all subject areas
Incorporating STEM activities within Science, Mathematics and Career and Technical Education classes
Ongoing professional development activities for all subject areas
Ongoing assessments which measures instructed Standards-Progress monitoring
Resources to assist with instruction (eg., classroom libraries, Digital Tablets, Title I leveled books)

3. 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.

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.

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.

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.

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.

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: 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

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.

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.

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.

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.

2. 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.

3. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 2016-2017 school year is to increase student achievement by improving core instruction in all content areas.

G2.   The goal for the 2016-2017 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students.

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. The the school-wide goal for 2016-2017 school year is to increase student achievement by improving core instruction in all content areas. 1a

🔍 G088180

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	52.0
FSA Mathematics Achievement	60.0
AMO Reading - African American	50.0
ELA/Reading Gains District Assessment	50.0
AMO Math - African American	42.0
AMO Math - ED	60.0
Algebra I EOC Pass Rate	10.0
Geometry EOC Pass Rate	24.0
Bio I EOC Pass	36.0
AMO Reading - Hispanic	54.0

Targeted Barriers to Achieving the Goal 3

- Instructional program lacks rigor in lessons

- Instructional staff struggles with developing lessons that incorporates the gradual release 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

- 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 /technology Integration

Plan to Monitor Progress Toward G1. `8`

Administration will implement the continuous improvement model and provide feedback.

Person Responsible
Tammy Edouard

Schedule
Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion
FAIR Data and other Assessment data, instructional walk through feedback.

G2. The goal for the 2016-2017 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students. `1a`

🔍 G088181

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90% Grade 11	13.0
Attendance Below 90% Grade 12	15.0
Attendance Below 90% Grade 10	7.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Community Health Incorporated (CHI) - onsite

- School-site Social Worker

- On-site Childcare Services

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Calvina Clay

Schedule
Quarterly, from 9/19/2016 to 6/9/2017

Evidence of Completion
T

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 2016-2017 school year is to increase student achievement by improving core instruction in all content areas. 1

🔑 G088180

G1.B1 Instructional program lacks rigor in lessons 2

🔑 B234477

G1.B1.S1 Teachers will plan collaboratively for rigorous lesson that demonstrate and align lesson objectives with end product. 4

🔑 S247222

Strategy Rationale

To improve instructional delivery.

Action Step 1 5

Provide teachers with common planning scheduled calendar and identify teacher leader with the emphasis to conduct collaborative planning in the absence of an administrator.

Person Responsible

Tarika Quinn

Schedule

Daily, from 9/7/2016 to 6/5/2017

Evidence of Completion

Collaborative planning calendar, signature log

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

Tammy Edouard

Schedule

Daily, from 9/7/2016 to 6/7/2017

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**
>
> Tammy Edouard
>
> **Schedule**
>
> Weekly, from 9/7/2016 to 6/7/2017
>
> ***Evidence of Completion***
>
> Collaborative planning calendar, signature log

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**
>
> Tammy Edouard
>
> **Schedule**
>
> Biweekly, from 9/7/2016 to 6/5/2017
>
> ***Evidence of Completion***
>
> Student work samples;collaborative planning agendas

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**
>
> Tammy Edouard
>
> **Schedule**
>
> Semiannually, from 10/9/2016 to 3/31/2017
>
> ***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

Tammy Edouard

Schedule

Monthly, from 9/7/2016 to 4/28/2017

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

Tammy Edouard

Schedule

Monthly, from 9/7/2016 to 3/31/2017

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

Tammy Edouard

Schedule

Biweekly, from 9/19/2016 to 6/5/2017

Evidence of Completion

Student published writing projects.

G1.B2 Instructional staff struggles with developing lessons that incorporates the gradual release responsibility model in order to prepare students to meet expectations of the Language Arts Florida Standards. 2

🔍 B234478

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

🔍 S247223

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 utilize common planning 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

Person Responsible

Tammy Edouard

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans and student work samples

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

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 4/28/2017

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

Tammy Edouard

Schedule

Biweekly, from 8/22/2016 to 4/28/2017

Evidence of Completion

Student work

G2. The goal for the 2016-2017 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students. `1`

🔑 G088181

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

🔑 B234479

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

🔑 S247224

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

Tammy Edouard

Schedule

Biweekly, from 8/22/2016 to 8/22/2016

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

Calvina Clay

Schedule

Weekly, from 9/9/2016 to 6/9/2017

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

Calvina Clay

Schedule

Biweekly, from 9/19/2016 to 6/9/2017

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]

🔑 B234480

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

🔑 S247225

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, attenance 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

Tammy Edouard

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.

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					
G2.B2.S1.MA1 M334916	Follow up on interventions in place related to assistance from outside agencies to facilitate...	Quinn, Tarika	9/7/2015	Attendance Rosters, Truancy meeting Reports, Social Worker home visit logs.	5/29/2016 monthly
G2.B2.S1.MA1 M334917	Administrative Team will monitor student's attendance and academic progress.	Edouard, Tammy	9/7/2015	Interim Progress Reports, Attendance Reports, Daily Attendance rosters, Truancy Reports.	5/29/2016 biweekly
G2.B2.S1.A1 A321794	Attendance Review committee/Student Services will conduct weekly attendance reviews.	Quinn, Tarika	9/7/2015	Daily attendance rosters, attenance reports, and truancy reports.	5/29/2016 biweekly
G2.B1.S1.A1 A321793	During enrollment the parent/guardian will be made aware of the on-site medical services provided...	Edouard, Tammy	8/22/2016	Bi-Weekly attendance reviews.	8/22/2016 biweekly
G1.B1.S1.MA3 M334908	The implementation of the professional development plan in conjunction with instructional...	Edouard, Tammy	10/9/2016	Student Work and common planning sign-in sheets.	3/31/2017 semiannually
G1.B1.S1.MA5 M334910	Classroom instruction and delivery will be monitored and provide feedback and make adjustments as...	Edouard, Tammy	9/7/2016	Instructional walkthrough documents and lesson plans.	3/31/2017 monthly
G1.B1.S1.MA4 M334909	Student work sample discussions during collaborative planning meetings will be used for progress...	Edouard, Tammy	9/7/2016	Student work.	4/28/2017 monthly
G1.B2.S1.MA1 M334911	Administrative Team will monitor student work for re-evaluation of previously taught content and...	Edouard, Tammy	8/22/2016	Student work	4/28/2017 biweekly
G1.B2.S1.MA1 M334912	Student work folders will be monitored for implementation of strategies that streamline...	Edouard, Tammy	8/22/2016	Student Work	4/28/2017 weekly
G1.B1.S1.MA1 M334906	Classroom walkthroughs and evidence of implementation of administrative feedback will be used to...	Edouard, Tammy	9/19/2016	Student published writing projects.	6/5/2017 biweekly
G1.B1.S1.MA1 M334907	Classroom instruction and delivery will be monitored; Feedback will be provided and adjustments...	Edouard, Tammy	9/7/2016	Student work samples;collaborative planning agendas	6/5/2017 biweekly
G1.B1.S1.A1 A321789	Provide teachers with common planning scheduled calendar and identify teacher leader with the...	Quinn, Tarika	9/7/2016	Collaborative planning calendar, signature log	6/5/2017 daily
G1.B1.S1.A2 A321790	Utilize common planning to establish a consistent instructional routine to ensure alignment to the...	Edouard, Tammy	9/7/2016	Instructional walkthrough documents, lesson plans, student work folders, sign-in sheets and common planning agendas.	6/7/2017 daily
G1.B1.S1.A3 A321791	Develop a procedure for showing evidence of the progression from the daily products to the...	Edouard, Tammy	9/7/2016	Collaborative planning calendar, signature log	6/7/2017 weekly
G1.MA1 M334913	Administration will implement the continuous improvement model and provide feedback.	Edouard, Tammy	8/29/2016	FAIR Data and other Assessment data, instructional walk through feedback.	6/8/2017 quarterly
G1.B2.S1.A1 A321792	Teachers will utilize common planning to provide job-embedded PD with the following foci: Gradual...	Edouard, Tammy	8/22/2016	Lesson plans and student work samples	6/8/2017 daily
G2.MA1 M334918	Attendance and truancy reports will be reviewed to monitor for progress towards the goal.	Clay, Calvina	9/19/2016	T	6/9/2017 quarterly
G2.B1.S1.MA1 M334914	Follow up on interventions in place related to assistance from outside agencies to facilitate...	Clay, Calvina	9/19/2016	Daily Attendance Reports;Attendance Rosters;Truancy Reports.	6/9/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 🔑 M334915	Attendance review committee will conduct weekly attendance reviews.	Clay, Calvina	9/9/2016	Daily Attendance	6/9/2017 weekly

V. 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 2016-2017 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 Teachers will plan collaboratively for rigorous lesson that demonstrate and align lesson objectives with end product.

PD Opportunity 1

Provide teachers with common planning scheduled calendar and identify teacher leader with the emphasis to conduct collaborative planning in the absence of an administrator.

Facilitator

Dr.Tarika Quinn,Dr. Angela Gayden

Participants

Instructional/Non-instructional Support Staff

Schedule

Daily, from 9/7/2016 to 6/5/2017

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 9/7/2016 to 6/7/2017

G1.B2 Instructional staff struggles with developing lessons that incorporates the gradual release responsibility model in order to prepare students to meet expectations of the Language Arts Florida Standards.

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 utilize common planning 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

Facilitator

Annette Burks-Grice, Principal

Participants

Instructional/Non-instructional staff

Schedule

Daily, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide teachers with common planning scheduled calendar and identify teacher leader with the emphasis to conduct collaborative planning in the absence of an administrator.	$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 utilize common planning 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	$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
		Total:	$0.00