

Miami-Dade County Public Schools

Cope Center North



2017-18 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)	2016-17 Title I School	2016-17 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	96%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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 three 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 the entire Student Services team. In addition, there are smaller class sizes so that teachers have the ability to interact with students individually. Students can also leave the cafeteria during lunch time, to bond with their children and speak to anyone on the Student Services team if they need assistance. Finally, teachers as well as the principal and the Student Services team conduct several data chats with students to learn more about them academically and socially to meet and exceed their learning goals. If there are any barriers prohibiting student growth, either academically or socially, this is another venue where these issues are heard and possible solutions suggested.

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 three year old children. If the baby turns four within the given year, the baby is allowed to remain at the Nurturing Center until the following school year. 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. The majority of our students are transported via School Board transportation services. Therefore, all personnel are asked to assist with dismissal to ensure the safety of our students and their children.

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, several 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. Some of these services include identifying developmental stages and benchmarks as well as age appropriate learning games, on-site counseling, medical care, as well as safe sex education and parenting classes.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's early warning indicator system identifies students with the below indicators and provides interventions to the students that possess the indicators. Interventions vary from providing additional academic support by way of additional reading and math courses and providing additional social support by way of outside counseling agencies. The early warning indicators that COPE Center North used within our system are:

1. Identified as ESE
2. Failed 2 or more quarters in any subject
3. Scored Level 1 or 2 on statewide assessment - ELA/Reading/Mathematics
4. Course failure in English Language Arts or Mathematics
5. One or more suspensions
6. 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	0	0	0	0	0	0		
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	1	0	0	1	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	4	7	12	18	43	
Identified as ESE	0	0	0	0	0	0	0	1	2	0	2	3	8	16	

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	3	1	6	5	15	

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/483945>.

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.

The principal strategically meets with local community agencies and organizations that are beneficial and support the COPE Center North vision. These crucial community agencies and organizations usually meet at the COPE Center North site to discuss our vision and how we can both benefit from a symbiotic relationship.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dunn, Ebony	Principal
Braynon, Gia	School Counselor
Rodriguez, Judy	Teacher, Career/Technical
Clark, Deveraux	SAC Member
Bryant-Clayton, Monique	Instructional Media
Alonso-Fuster, Alejandro	Teacher, K-12
Grant, Hope	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.

Dr. Ebony N. Dunn - Principal
 Ms. Hope Grant - Curriculum Leader (English language Arts Leader)
 Mr. Alejandro Alonso-Fuster- Curriculum Leader (Mathematics Leader)
 Ms. Deveraux Clark- Curriculum Leader (Science/Social Studies Leader)
 Ms. Judy Rodriguez - Curriculum Leader (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.

Media Specialist: Duties include but are not limited to the following: provide accessible tools for students and staff to direct, enhance, and support the learning process. Knowledge of curricular areas is essential in order to serve the interdisciplinary needs of the learning community. It is the goal of the Media Specialist to work in a flexible environment, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.

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
Dr. Ebony N. Dunn	Principal
Hermite Toussaint (Paschal MD)	Business/Community
Deveraux Clark	Teacher
Kimberly Wilson	Teacher
Carlos Puerto	Business/Community
Hope Grant	Teacher
Monique Bryant	Teacher
Eduardo Baeza	Teacher
Judy Rodriguez	Teacher
Nowkeya Grant	Education Support Employee
Barbara Sands	Education Support Employee
Gerardo Padron	Parent
Gabrielle Padron	Student
Briana Jones	Student
Lytesha Smith	Student
Janet Santiesteban	Student
Kayla Rivera	Student
Jamarah Amani (Circle of Mamas)	Business/Community
Natalia Coletti (Prosperity Social and Community Development Group)	Business/Community
Jeffrey Childer's (Safer Compass)	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC evaluated the 2016-2017 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 approve the final SIP document when completed at a regularly scheduled EESAC 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
Dunn, Ebony	Principal
Braynon, Gia	School Counselor
Rodriguez, Judy	Teacher, Career/Technical
Bryant-Clayton, Monique	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 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 and effective instructional planning.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. many of the departments are composed of one teacher, and hence, these teachers plan with the principal. The mathematics department is composed of two newly hired teachers, and therefore, these two teachers plan with the principal as well.

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. Consistent feedback to all personnel whether negative or positive. If the feedback is negative, suggestions for improvement with support is given immediately.

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. All newly hired teachers are also paired with a teacher that has more than 3 years of experience. The teacher may not be paired with an individual in the same content, as some teachers are the only teachers in the department.

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. In addition, students who have scored a level 2 or lower on the FSA reading or math, have been given extended learning opportunities to increase the number of learning hours by providing an Intensive Reading or Intensive Mathematics class to the normal school day.

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, iReady, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 (MDC) 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 aid. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = 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.

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

G096805

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	45.0
Algebra I EOC Pass Rate	30.0
Geometry EOC Pass Rate	36.0
Bio I EOC Pass	45.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Math - African American	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- Instructional staff struggle with developing an instructional framework for lessons, incorporating various educational resources and infusing active learning strategies that are aligned to the primary and secondary standard to increase student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Active Learning Strategy Professional Development Opportunities
- 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 and FSA Data

Plan to Monitor Progress Toward G1. 8

FAIR, iReady and FSA/EOC data will be used to evaluate student achievement.

Person Responsible

Ebony Dunn

Schedule

Quarterly, from 9/18/2017 to 4/9/2018

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.

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

 = Problem Solving Step  S123456 = Quick Key

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

 G096805

G1.B1 Instructional staff struggle with developing an instructional framework for lessons, incorporating various educational resources and infusing active learning strategies that are aligned to the primary and secondary standard to increase student engagement. **2**

 B260409

G1.B1.S1 Administration will develop protocols, monitor, and participate in common planning to: develop lesson plans inclusive of a remediation or enrichment activity, a lesson opening, whole group, small group instruction and collaboration, and closure of the lesson. **4**

 S275809

Strategy Rationale

An instructional framework that is intentional and strategic to the academic needs of each student within the classroom setting is essential to achieve and maintain student progression.

Action Step 1 **5**

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

- Utilizing data to inform differentiated instruction
- Developing student end products that demonstrate mastery of the standards
- Develop lesson plans with the end product in mind
- Developing Higher Order Questions
- Develop an instructional framework that supports the use of the most recent data available

Person Responsible

Ebony Dunn

Schedule

Weekly, from 9/18/2017 to 1/26/2018

Evidence of Completion

Common planning sign-in sheets as well as any materials utilized to present data such as Powerpoint presentations and peer reviewed resources.

Action Step 2 5

Administration will conduct walk-throughs to monitor the use of the job-embedded professional development opportunities.

Person Responsible

Ebony Dunn

Schedule

Daily, from 9/18/2017 to 3/23/2018

Evidence of Completion

Administration will monitor lesson plans, student data results, and instructional delivery to determine the effectiveness of the job-embedded professional development opportunities.

Action Step 3 5

Administration will conduct follow-up meetings with all faculty and discuss areas that need improvement and areas that have room for improvement as it relates to the instructional strategies covered in the professional development workshops.

Person Responsible

Ebony Dunn

Schedule

Weekly, from 9/18/2017 to 3/23/2018

Evidence of Completion

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

Lesson plans, and student work samples will be monitored weekly. Classroom walk-throughs will be conducted on a consistent basis.

Person Responsible

Ebony Dunn

Schedule

Weekly, from 9/18/2017 to 4/9/2018

Evidence of Completion

Teachers will keep all lessons in their data Binders and work samples will be kept in student folders.

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

Student biweekly and district assessments will be monitored.

Person Responsible

Ebony Dunn







Schedule

Weekly, from 9/18/2017 to 4/9/2018

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
2018					
G1.B1.S1.A1  A370730	Utilize common non-instructional time to provide job-embedded PD with the following foci;...	Dunn, Ebony	9/18/2017	Common planning sign-in sheets as well as any materials utilized to present data such as Powerpoint presentations and peer reviewed resources.	1/26/2018 weekly
G1.B1.S1.A2  A370731	Administration will conduct walk-throughs to monitor the use of the job-embedded professional...	Dunn, Ebony	9/18/2017	Administration will monitor lesson plans, student data results, and instructional delivery to determine the effectiveness of the job-embedded professional development opportunities.	3/23/2018 daily
G1.B1.S1.A3  A370732	Administration will conduct follow-up meetings with all faculty and discuss areas that need...	Dunn, Ebony	9/18/2017		3/23/2018 weekly
G1.MA1  M399077	FAIR, iReady and FSA/EOC data will be used to evaluate student achievement.	Dunn, Ebony	9/18/2017	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.	4/9/2018 quarterly
G1.B1.S1.MA1  M399075	Student biweekly and district assessments will be monitored.	Dunn, Ebony	9/18/2017	Results of baseline assessments will be compared to midyear and quarterly assessments results to verify increased student achievement.	4/9/2018 weekly
G1.B1.S1.MA1  M399076	Lesson plans, and student work samples will be monitored weekly. Classroom walk-throughs will be...	Dunn, Ebony	9/18/2017	Teachers will keep all lessons in their data Binders and work samples will be kept in student folders.	4/9/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Instructional staff struggle with developing an instructional framework for lessons, incorporating various educational resources and infusing active learning strategies that are aligned to the primary and secondary standard to increase student engagement.

G1.B1.S1 Administration will develop protocols, monitor, and participate in common planning to: develop lesson plans inclusive of a remediation or enrichment activity, a lesson opening, whole group, small group instruction and collaboration, and closure of the lesson.

PD Opportunity 1

Utilize common non-instructional time to provide job-embedded PD with the following foci; -Utilizing data to inform differentiated instruction -Developing student end products that demonstrate mastery of the standards -Develop lesson plans with the end product in mind -Developing Higher Order Questions -Develop an instructional framework that supports the use of the most recent data available

Facilitator

Ebony Dunn, Hope Grant, district personnel

Participants

Instructors

Schedule

Weekly, from 9/18/2017 to 1/26/2018

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	Utilize common non-instructional time to provide job-embedded PD with the following foci; -Utilizing data to inform differentiated instruction -Developing student end products that demonstrate mastery of the standards -Develop lesson plans with the end product in mind -Developing Higher Order Questions -Develop an instructional framework that supports the use of the most recent data available	\$0.00
2	G1.B1.S1.A2	Administration will conduct walk-throughs to monitor the use of the job-embedded professional development opportunities.	\$0.00
3	G1.B1.S1.A3	Administration will conduct follow-up meetings with all faculty and discuss areas that need improvement and areas that have room for improvement as it relates to the instructional strategies covered in the professional development workshops.	\$0.00
Total:			\$0.00