

Miami-Dade County Public Schools

Dorothy M. Wallace Cope Center



2017-18 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)	2016-17 Title I School	2016-17 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	100%

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 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 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 welcome 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.

The Safe and Drug-Free Program addresses violence and drug prevention and intervention services for students through curriculum implemented by counselors, and/or Social Worker.

School Police and Security Guards: Secure, patrol and monitor the hallways to ensure that safety is in place at all times within school premises.

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: School Social-Worker: 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 provides 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 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' needs are met:

Veronica Hernandez, School Psychologist: Provide data-based psychological assessment, consult to teachers, parents, works drug and alcohol prevention programs, provide support with school violence prevention program, protective behaviors programs and academic improvement programs.

Jennifer Raynor, School Nurse: Provide medical assistance and education to promote the social/emotional health and well-being of students and their babies.

Community Health of South Florida, Inc.(CHI) On site clinic provides a variety of health and wrap around services and referrals to outside agencies students and families.

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.

Dorothy M. Wallace COPE Center Early Warning System:

Provide additional support and/or intervention to student missing 10 or more days of instructional time (excused/unexcused) of school.

Accumulating 10 or more tardies during the first grading period

Failing English, or mathematics or both

Earn a 2.00 or lower Grade Point Average (GPA) on a 4-point scale

Failing state assessments/End-of-Course Assessments

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	1	2	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	9	8	8	9	36	

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	2	9	1	5	4	21	

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 with fidelity to track attendance.

Parents/guardians will be encouraged to participate in training session that address attendance and academic performance initiatives.

Students will be provided differentiated instruction to address areas in need of improvement based on assessment data.

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/484055>.

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.

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 Educational 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

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	Administrative Support
Gilbert, Constance	Instructional Media
Morning, Marilyn	Paraprofessional
Quinn, Tarika	School Counselor
Gayden, Angela	Teacher, K-12
Cobbs, Natalie	Paraprofessional
Clay, Calvina	School Counselor
Quick, Argentina	Teacher, PreK

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 assists 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.

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

The focus of discussion:

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

Information discussed at the MTSS/Rtl Leadership Team meetings will be shared with EESAC to implement and further adjust the School Improvement Plan.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. Parents participate in the design of their school's Parent/Family Engagement Plan (PREP – 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 Engagement Plan 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. A Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins is also provided. 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 CNESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected

and delinquent 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
Alfreida Joseph-Goins	Teacher
Calvina Clay	Teacher
Constance Gilbert	Teacher
Mery Dominguez	Business/Community
Mildreca Robinson	Teacher
Thalia Navarro	Student
Vodeerinique Johnson	Student

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 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. The SAC assist with the development of the School Improvement Plan by providing input from all stakeholders in an effort to assist our students with meeting the personal and academic goals. Curriculum and assessment data is provided along with other data sources to identify areas for improvement so that student learning outcomes are increased.

c. Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan; The principal, in accordance with SAC protocol, will present the school's budget to the SAC and highlight elements of the budget that support the School Improvement Plan.

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

The use of the school improvement funds will be executed in accordance with the committees' bylaws and funding guidelines. For the 2016-2017 school year the EESAC funds were used to support academic achievement recognition/celebrations for all students.

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
James-Bodie, Latasha	Attendance/Social Work
Edouard, Tammy	Principal
Mildreca, Robinson	Teacher, K-12
Binett, Nuris	Teacher, Career/Technical

b. Duties

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

The following are major initiatives of the LLT this year:

Increasing student performance on the Florida Sate Standards across all disciplines.
Increasing student achievement and performance in state and district exams.
Increasing student participation in Academies.
Increasing student participation and passing rates and Industry Certification Exams(ICE).
Infusing reading strategies across disciplines following reading coherence model.
Developing instructional lessons to focus on developing and implementing instructional routines that use complex text dependent questions.

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.

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 is focused on providing a high quality education for all students. In order to ensure that all students receive a high quality education we recruit highly qualified teachers from Miami Dade County Public Schools Teacher-Match program. At the school site, we provide mentoring and support via the Beginning Teacher program and Beginning/new teachers are provided assistance through the Mentoring and Induction for New Teachers (MINT) program. Additional support is provided through job-embedded professional development opportunities through peer coaching and mentoring opportunities.

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

Dorothy M. Wallace COPE Center facilitates the growth of teachers, by providing curriculum support through peer mentoring based on content area/or similarity of content area, as well as pairing with experienced educators to assist with instructional routines and instructional delivery that is common across content areas.

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 core instructional program at Dorothy M. Wallace COPE Center consists of Math, Reading and Writing, Social Studies and Science. 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: 0

NA

Strategy Rationale

NA

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 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.

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 (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 students receive 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 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. If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096971

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Lack of effective planning and instructional delivery- aligning instruction to the standards-based learning targets and executing instruction with effective pacing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Item Specs
- Lesson Plan Rubric Sample
- District Pacing Guides
- Instructional Frameworks
- DEOA Support Staff
- Subject Area Focus Calendars
- Inter-disciplinary focus calendar to support language arts and reading
- Discovery Education
- NBC Learn
- Teacher Edition Textbooks(online)
- Unpacking documents for Florida Standards

Plan to Monitor Progress Toward G1. 8

Administration will implement the continuous improvement model and provide feedback.

Person Responsible

Tammy Edouard

Schedule

Quarterly, from 8/29/2017 to 6/8/2018

Evidence of Completion

Assessment data, instructional walk through feedback.

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. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096971

G1.B1 Lack of effective planning and instructional delivery- aligning instruction to the standards-based learning targets and executing instruction with effective pacing. **2**

 B260875

G1.B1.S1 Teachers will be scheduled by subject area for common planning to unwrap standards and establish a consistent instructional routine to ensure alignment to standards-based learning targets, essential question (learning target alignment), implement gradual release for both whole-group/small group sessions, while establishing a framework for bell to-bell instruction. **4**

 S276247

Strategy Rationale

In order to address the barrier, collectively teachers have determined to maximize time allotted in which the instructional staff can collaborate to share instructional practices analyze student work samples and plan for instruction based on Florida Standards for the purpose of classroom implementation. In addition, the use of the GRRM (Gradual Release Responsibility Model) will increase students' autonomy which should lead to improved higher order, critical thinking and learning.

Action Step 1 **5**

Job-embedded professional development in the core content areas during common planning, Early Release and faculty collaboration.

Person Responsible

Tammy Edouard

Schedule

Daily, from 9/5/2017 to 6/7/2018

Evidence of Completion

Early Release, Faculty Collaboration and Common Planning agendas and staff signature logs.

Action Step 2 5

Through common planning continue to guide teachers through hands-on approach with data analysis by focusing on teacher led discussions focusing on differentiating and scaffolding to address the needs of all students.

Person Responsible

Tammy Edouard

Schedule

Daily, from 9/5/2017 to 6/7/2018

Evidence of Completion

Agendas, protocols, reflections

Action Step 3 5

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

Person Responsible

Tammy Edouard

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Collaborative Planning calendar, signature log.

Action Step 4 5

Teachers will utilize common planning to provide job-embedded PD with the focus on Unwrapping the standards.

Person Responsible

Tammy Edouard

Schedule

Weekly, from 11/6/2017 to 12/1/2017

Evidence of Completion

Lesson plans and students work samples.

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lesson that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Tammy Edouard

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

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

Evidence of Completion

Student work samples; collaborative planning agendas.

Plan to Monitor Fidelity of Implementation of G1.B1.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

Monthly, from 11/6/2017 to 6/7/2018

Evidence of Completion

Student Work.

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Tammy Edouard

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Lessons plans, administrative walk-throughs, data, teacher feedback.

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.MA3 M400109	Classroom instruction and delivery will be monitored; Feedback will be provided and adjustments made...	Edouard, Tammy	9/5/2017	Student work samples; collaborative planning agendas.	No End Date one-time
G1.B1.S1.A4 A371954	Teachers will utilize common planning to provide job-embedded PD with the focus on Unwrapping the...	Edouard, Tammy	11/6/2017	Lesson plans and students work samples.	12/1/2017 weekly
G1.B1.S1.MA1 M400107	Monitor the implementation of structured effective planning throughout the process as well as the...	Edouard, Tammy	9/5/2017	Lessons plans, administrative walk-throughs, data, teacher feedback.	6/7/2018 monthly
G1.B1.S1.MA1 M400108	Monitor the implementation of structured effective planning throughout the process as well as the...	Edouard, Tammy	9/5/2017	Lesson plans, administrative walk-throughs, data, teacher feedback	6/7/2018 monthly
G1.B1.S1.MA4 M400110	Student work folders will be monitored for implementation of strategies that streamline...	Edouard, Tammy	11/6/2017	Student Work.	6/7/2018 monthly
G1.B1.S1.A1 A371951	Job-embedded professional development in the core content areas during common planning, Early...	Edouard, Tammy	9/5/2017	Early Release, Faculty Collaboration and Common Planning agendas and staff signature logs.	6/7/2018 daily
G1.B1.S1.A2 A371952	Through common planning continue to guide teachers through hands-on approach with data analysis by...	Edouard, Tammy	9/5/2017	Agendas, protocols, reflections	6/7/2018 daily
G1.B1.S1.A3 A371953	Develop a procedures for showing evidence of the progression from the daily products to the...	Edouard, Tammy	9/5/2017	Collaborative Planning calendar, signature log.	6/7/2018 weekly
G1.MA1 M400111	Administration will implement the continuous improvement model and provide feedback.	Edouard, Tammy	8/29/2017	Assessment data, instructional walk through feedback.	6/8/2018 quarterly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Lack of effective planning and instructional delivery- aligning instruction to the standards-based learning targets and executing instruction with effective pacing.

G1.B1.S1 Teachers will be scheduled by subject area for common planning to unwrap standards and establish a consistent instructional routine to ensure alignment to standards-based learning targets, essential question (learning target alignment), implement gradual release for both whole-group/small group sessions, while establishing a framework for bell to-bell instruction.

PD Opportunity 1

Job-embedded professional development in the core content areas during common planning, Early Release and faculty collaboration.

Facilitator

Geneva Green, DEOA Curriculum Support Tarika Quinn, Teacher Leader Alfreida Joseph-Goins.
Assessment and Data Coordinator

Participants

Instructional/Non-instructional Support Staff

Schedule

Daily, from 9/5/2017 to 6/7/2018

PD Opportunity 2

Through common planning continue to guide teachers through hands-on approach with data analysis by focusing on teacher led discussions focusing on differentiating and scaffolding to address the needs of all students.

Facilitator

Geneva Green, DEOA Curriculum Support Tarika Quinn, Teacher Leader Alfreida Joseph-Goins.
Assessment and Data Coordinator

Participants

Instructional and Non-Instructional Support Staff

Schedule

Daily, from 9/5/2017 to 6/7/2018

PD Opportunity 3

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

Facilitator

Geneva Green, DEOA Curriculum Support Tarika Quinn, Teacher Leader Alfreida Joseph-Goins.
Assessment and Data Coordinator

Participants

Instructional and Non-Instructional Support Staff

Schedule

Weekly, from 9/5/2017 to 6/7/2018

PD Opportunity 4

Teachers will utilize common planning to provide job-embedded PD with the focus on Unwrapping the standards.

Facilitator

Geneva Green, DEOA Curriculum Support Alfreida Joseph-Goins, Assessment and Data
Coordinator/PD Liaison

Participants

Instructional and Non-Instructional Support Staff

Schedule

Weekly, from 11/6/2017 to 12/1/2017

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	Job-embedded professional development in the core content areas during common planning, Early Release and faculty collaboration.	\$0.00
2	G1.B1.S1.A2	Through common planning continue to guide teachers through hands-on approach with data analysis by focusing on teacher led discussions focusing on differentiating and scaffolding to address the needs of all students.	\$0.00
3	G1.B1.S1.A3	Develop a procedures for showing evidence of the progression from the daily products to the culminating end products that include meaningful standards-based feedback and provides opportunities for students to publish their work.	\$0.00
4	G1.B1.S1.A4	Teachers will utilize common planning to provide job-embedded PD with the focus on Unwrapping the standards.	\$0.00
Total:			\$0.00