

Miami-Dade County Public Schools

Dorothy M. Wallace Cope Center



2019-20 Schoolwide Improvement Plan

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| Budget to Support Goals | 0 |

Dorothy M. Wallace Cope Center

10225 SW 147TH TER, Miami, FL 33176

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

Demographics

Principal: Tammy Edouard

Start Date for this Principal: 3/22/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: F (9%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Grades History

| Year | 2014-15 | 2013-14 | 2008-09 |
|-------|---------|---------|---------|
| Grade | F* | I | F |

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Dorothy M. Wallace COPE Center's mission is to provide services that promote excellence in academics, attendance and attitude.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|----------------------|------------------------|--|
| James-Bodie, Latasha | Administrative Support | As administrative support. Ms. James-Bodie initiates requisitions for textbooks, requests for maintenance service, requests for personnel action and other support services, and compiles and maintains inventory of property and textbooks. She schedules meetings and maintains appointment calendars, prepares reports, correspondence, memoranda and other documents, and may draft responses to routine correspondence. Ms. James-Bodie maintains accurate records of Board Rules, State Statutes, directives, policy and procedure documents, and employee personnel files to ensure that the school operates effectively to meet all student needs. |
| Gayden, Angela | Instructional Coach | As the Math and Science Chair, Dr. Gayden provides direct instructional services related to improving and supporting classroom instruction. Dr. Gayden utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success. |
| Quinn, Tarika | School Counselor | As a Counselor, Dr. Quinn provides academic, career, college access/affordability/admission, and social-emotional competencies to all students through a school counseling program. She focuses on how to best help students prosper in the academic field along with how to flourish in other aspects of life. |
| Jenkins, Ruby | Instructional Coach | As an instructional coach, Ms. Jenkins identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students who are considered "at risk;" and assist in the design and implementation of progress monitoring, data collection, and data analysis. She participates in the design and delivery of professional development and provide support for assessment and implementation monitoring. |

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 8 | 12 | 17 | 44 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 17 | 10 | 18 | 5 | 55 | |
| 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 | 3 | 3 | 3 | 0 | 9 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 7 | 5 | 0 | 0 | 15 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

12

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | | |

Prior Year - Updated

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 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 59% | 56% | 0% | 56% | 53% |
| ELA Learning Gains | 0% | 54% | 51% | 0% | 51% | 49% |
| ELA Lowest 25th Percentile | 0% | 48% | 42% | 0% | 45% | 41% |
| Math Achievement | 0% | 54% | 51% | 0% | 47% | 49% |
| Math Learning Gains | 0% | 52% | 48% | 0% | 47% | 44% |
| Math Lowest 25th Percentile | 0% | 51% | 45% | 0% | 45% | 39% |
| Science Achievement | 0% | 68% | 68% | 0% | 63% | 65% |
| Social Studies Achievement | 0% | 76% | 73% | 0% | 71% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---------------------------------|-----------------------------------|-------|-------|--------|--------|--------|--------|--------|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 (0) | 0 (0) | 1 (0) | 6 (0) | 8 (0) | 12 (0) | 17 (0) | 44 (0) |
| Attendance below 90 percent | 0 () | 1 () | 4 () | 17 () | 10 () | 18 () | 5 () | 55 (0) |
| One or more suspensions | 0 (0) | 0 (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) | 3 (0) | 3 (0) | 3 (0) | 0 (0) | 9 (0) |
| Level 1 on statewide assessment | 0 (0) | 1 (0) | 2 (0) | 7 (0) | 5 (0) | 0 (0) | 0 (0) | 15 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 0% | 56% | -56% | 52% | -52% |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 60% | -60% | 56% | -56% |
| | 2018 | 0% | 59% | -59% | 58% | -58% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | 20% | 55% | -35% | 55% | -35% |
| | 2018 | 0% | 54% | -54% | 53% | -53% |
| Same Grade Comparison | | 20% | | | | |
| Cohort Comparison | | 20% | | | | |
| 10 | 2019 | 0% | 53% | -53% | 53% | -53% |
| | 2018 | 23% | 54% | -31% | 53% | -30% |
| Same Grade Comparison | | -23% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 40% | -40% | 46% | -46% |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 0% | 43% | -43% | 48% | -48% |
| | 2018 | 0% | 44% | -44% | 50% | -50% |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 68% | -68% | 67% | -67% |
| 2018 | 0% | 65% | -65% | 65% | -65% |
| Compare | | 0% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 33% | 71% | -38% | 70% | -37% |
| 2018 | 0% | 67% | -67% | 68% | -68% |
| Compare | | 33% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 63% | -63% | 61% | -61% |
| 2018 | 10% | 59% | -49% | 62% | -52% |
| Compare | | -10% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 10% | 54% | -44% | 57% | -47% |
| 2018 | 5% | 54% | -49% | 56% | -51% |
| Compare | | 5% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| BLK | | | | | | | | | | | |
| HSP | 10 | | | | | | | | | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| FRL | 7 | 27 | | | | | | 36 | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 16 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 64 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 89% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |

| Native American Students | |
|--|-----|
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 0 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 5 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 18 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science showed the lowest performance. There is a need for more strategic and targeted Differentiated Instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data indicates that as a school we improved in each category. There were no declines.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science had the greatest gap when compared to the state average. There is a need for better pacing and alignment to the standards with an emphasis on teaching at the level of complexity of the tested benchmarks.

Which data component showed the most improvement? What new actions did your school take in this area?

Math showed the most improvement. Push-in and pull-out intervention along with daily note-taking and word problems embedded within each lesson proved beneficial.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance continues to be an area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Continued use of school-wide data-driven reading and writing instructional strategies
2. Improved use of ELL Strategies to increase comprehension
3. Mindfulness Practices
4. Effective Use of curriculum resources
5. Incentives to improve student attendance

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Data-Drive Instruction |
| Rationale | For the 2018-2019 school year none of our students exited from the EESOL program, based on World-Class Instructional Design and Assessment (WIDA) data. |
| State the measurable outcome the school plans to achieve | If Dorothy M. Wallace Cope Center sustains the practice of using data-driven instruction through ongoing progress monitoring, our students including our ELL population, will experience an increase in the WIDA exit rate along with increased proficiency in reading. |
| Person responsible for monitoring outcome | Tammy Edouard (tedouard@dadeschools.net) |
| Evidence-based Strategy | Data-driven Instruction: Data will be used to ensure that students are correctly placed in differentiated instruction groups and that all students receive standard-aligned instructions. |
| Rationale for Evidence-based Strategy | Dorothy M. Wallace COPE Center will increase the use of strategies to aide our English language learners to understand and achieve in all their courses. |
| Action Step | |
| Description | 1. Provide designated time to develop English oral language proficiency (as part of Tier 1 core instruction, even if students are receiving Tiers 2 or 3 interventions). |
| | 2. Provide sheltered instruction practices (i.e., comprehensible input and language objectives) to support students in content-area learning. |
| | 3. Use peer-supported learning to help students practice oral language during academic lessons. |
| | 4. Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency. |
| Person Responsible | [no one identified] |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The faculty and staff at Dorothy M. Wallace Cope Center works rigorously to keep parents informed of their child's academic progress and emotional progress. Parents are provided quarterly progress reports, report cards and participate in parent/teacher conferences. We encourage our parents to volunteer and join the Parent Teacher Association. Additionally, all stakeholders are invited to attend our monthly Educational Excellence School Advisory Council (EESAC) meetings in which they receive school improvement, data and budget updates, school program information, and other pertinent topics that directly impact student achievement. Parents are invited to school activities such as program meetings and various events and the school completes a Parental Involvement Plan (PFEP).

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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, onsite counseling, medical care, as well as safe sex education and parenting classes. In addition, we are implementing mindfulness into our curriculum. Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, and thoughts.

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 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 academically and socially. 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-onetakes-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.

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, the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Dorothy M. Wallace 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 aide.

There are quarterly visits to various departments within the MDC campuses to expose students to the array of career opportunities that are available.