Cope Center North

2019-20 Schoolwide Improvement Plan

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Cope Center North

9950 NW 19TH AVE, Miami, FL 33147

http://copecenternorth.dadeschools.net/

Demographics

Principal: Ebony Dunn N

Start Date for this Principal: 7/13/2017

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 (16%)
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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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	2009-10
Grade	F*	I	F

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

Provide the school's vision statement.

We provide a world class education for every student to ensure they are productive citizens in society.

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
Dunn, Ebony	Principal	As the school's instructional leader, Ms. Dunn provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Ms. Dunn establishes high expectations for all students and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Bryant-Clayton, Monique	Instructional Media	Monique Bryant-Clayton is responsible for coordinating and facilitating interventions, implementing core content area initiatives for students, providing curriculum and technology support to teachers, and analyzing data to drive interventions.
Smith, Kecia	Other	Ms. Smith is responsible for ensuring our Nurturing Center is in compliance with all Department of Children and Family guidelines, providing all childcare professional developments, facilitating and coordinating childcare bonding opportunities with the mothers and their children, and coordinating childcare events and activities.
Jones , Lisa	Attendance/ Social Work	Ms. Jones is responsible for conducting retention and promotion data chats with students, providing professional development opportunities for instructional personnel, and providing a positive behavior support system for not only students, but the faculty and staff as well.

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	2	1	12	16	13	44
Attendance below 90 percent	0	0	0	0	0	0	0	2	3	11	15	15	2	48
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	0	1	1	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	0	6	5	0	0	13

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	

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)
10

Date this data was collected or last updated
Friday 8/30/2019

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)	2 (0)	1 (0)	12 (0)	16 (0)	13 (0)	44 (0)
Attendance below 90 percent	0 ()	2 ()	3 ()	11 ()	15 ()	15 ()	2 ()	48 (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)	1 (0)	0 (0)	1 (0)	1 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	2 (0)	0 (0)	6 (0)	5 (0)	0 (0)	0 (0)	13 (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	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
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	0%	55%	-55%	55%	-55%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019	0%	53%	-53%	54%	-54%
	2018	0%	52%	-52%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	40%	-40%	46%	-46%
	2018	0%	38%	-38%	45%	-45%
Same Grade Comparison		0%				
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%
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	18%	65%	-47%	65%	-47%
Compare		-18%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	71%	-71%
2018	0%	72%	-72%	71%	-71%
Compare		0%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	17%	71%	-54%	70%	-53%
2018	6%	67%	-61%	68%	-62%
Compare		11%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	59%	-59%	62%	-62%
Compare		0%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018	0%	54%	-54%	56%	-56%
Compare		0%			

Subgroup Data

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
BLK											
FRL	15	45		17	50						
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	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	127
Total Components for the Federal Index	5
Percent Tested	96%

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
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	25
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.

As an alternative site, the two data components utilized to calculate a School Improvement Rating are learning gains in reading and learning gains in mathematics. However, the data component that showed the lowest performance when analyzing the 2019 to 2018 school year is the Biology End of

Course data which revealed 18% proficiency in 2018 and 12% proficiency in 2019. The factor that contributed to this decline includes the inability to fill the position with a highly qualified instructor. The data reveals that 62 percent of our students are in need of either meeting the ELA FSA requirement or obtaining a concordant score to graduate.

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

As an alternative site, the two data components utilized to calculate a School Improvement Rating are learning gains in reading and learning gains in mathematics. However, the data component that showed the greatest decline when analyzing the 2019 to 2018 school year is the Biology End of Course data which revealed a 6-percentage point decline (18% proficiency in 2018 and 12% proficiency in 2019).The factor that contributed to this decline includes the inability to fill the position.

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.

As an alternative site, the two data components utilized to calculate a School Improvement Rating are learning gains in reading and learning gains in mathematics. However, the data component that had the greatest gap when compared to the state average is science proficiency

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

The data component that showed the most improvement includes learning gains in Mathematics. There was a 49-percentage point increase when comparing learning gains from 2018 (25% learning gains) to learning gains in 2019 (74% learning gains) as reported by the state of Florida.
The actions taken in this area include (1) infusing hands on activities, specifically math labs, (2) infusing a school-wide theme to motivate students, (3) implementing interventions on a daily basis, (4) infusing technology within the instructional framework that is tailored to the individual needs of each students, and (5) providing opportunities for students to review for the assessment at half day increments.

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

Two potential areas of concern include students with 18 or more absences (71%) and the number of students who are at level 1 in Mathematics (21%).

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

1. Decreasing the number of unexcused absences our students incur.
2. Decreasing the number of students who are not graduation ready because they are unsuccessful on the
Reading portion of the Florida Standards Assessment.
3. Decreasing the number of students who are unsuccessful on the Algebra End of Course Assessment.
4. Increasing student proficiency scores on the grade 8 Science and Biology End of Course Assessment.
5. Increasing student proficiency scores on the Civics and US History End of Course Assessment.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Differentaited Instruction
Rationale	The data reveals that 62 percent of our students are in need of either meeting the ELA FSA requirement or obtaining a concordant score to graduate.

State the measurable outcome the school plans to achieve	If targeted differentiated instruction is implemented schoolwide then there will be an increase in the percentage of student meeting the ELA FSA requirements along with an increase percentage in students meeting the concordant score to graduate.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Data-driven Instruction
Rationale for Evidence-based Strategy	Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Action Step	
Description	1. Professional development for teachers in the areas of data-driven instruction and technology implementation 2. Data chats 3. On-going progress monitoring
Person Responsible	Ebony Dunn (pr8121@dadeschools.net)

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 Cope Center North work 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). In addition, the principal strategically meets with local community agencies and organizations that are beneficial in supporting COPE Center North's vision and mission.

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.

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.

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.

Teachers 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.

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 aide. There are quarterly visits to various departments within the MDC campuses to expose students to the array of career opportunities that are available. These strategies will improve the academic achievement of graduates, but it will not be reflected in the High School Feedback Report since the students do not graduate from COPE but from their home schools.