2013-2014 SCHOOL IMPROVEMENT PLAN

Dorothy M. Wallace Cope Center

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Miami, FL 33176
305-233-1044
http://copes.dadeschools.net/copes/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	94%

Alternative/ESE Center	Charter School	Minority Rate
Yes	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11
NOT GRADED			

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Dorothy M. Wallace Cope Center

Principal
Annette Burks-Grice

School Advisory Council chair
Alfreida Joseph-Goins

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Annette Burks-Grice	Principal
Dr. Sandra Billingslea	UTD Steward
Sylvia Hadley	Teacher
Constance Gilbert	Teacher
Patricia Florit-Valenzano	Teacher
Tarika Quinn	Teacher
Daisy Butcher	Alternate Teacher
Sheree' Cooper	Educational Support
Sarah Russell	Alternate Educational Support
Consuelo Hoo-Martinez	Parent
Catrina Knight	Parent
Sonya Harrington	Parent
Berta Perrez-Cedno	Alternate Parent
Chantise Ellison	Student
Yvonne Parchment	Business Community Representative
Summer Diaz	Business Community Representative
Erika Hernandez	Business Community Representative
Shirley Herndon	Business Community Representative
Patricia Emmons	Student
Robert Sevilla	Parent
Ivette Rodriguez	Parent

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, alternate teacher(s)- 1 parents – 4, alternate parent – 1 ,educational support-1, alternate educational support – 1 , student – 1, , BCR - 4

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC for the 2013-14 school year will continue to monitor the implementation of the school improvement plan.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to provide incentives for academic achievement as well as positive reinforcement for meeting attendance goals, citizenship etc.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
1

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Annette Burks-Grice		
Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	AA- Pre Bachelor of Arts, Miami Dade College BS- Early Childhood Education, Florida State University Masters of Science – Reading K-12, Florida International University
Performance Record	2013 – School Grade -No Grade Rdg. Proficiency, _20_% Math Proficiency, _12_% Rdg. Lrg. Gains, __points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - No data Rdg. AMO – Y Math AMO– N Math Imp. of Lowest 25% -No data 2012 School Grade -F AYP - Yes Rdg. Proficiency, _25_% Math Proficiency, _22_% Rdg. Lrg. Gains, _55_ points Math Lrg. Gains, 47__points Rdg. Imp. of Lowest 25% - 56_ points Math Imp. of Lowest 25% - 55_ points 2011 School Grade - D AYP - No Rdg. Proficiency, _33_% Math Proficiency, _33_% Rdg. Lrg. Gains, _51_ points Math Lrg. Gains, 61__points Rdg. Imp. of Lowest 25% - 60_ points Math Imp. of Lowest 25% -72_ points 2010 School Grade - D AYP - No Rdg. Proficiency, _24_% Math Proficiency, _56_% Rdg. Lrg. Gains, _45_ points Math Lrg. Gains, 73__points Rdg. Imp. of Lowest 25% - 54_ points Math Imp. of Lowest 25% -77_ points 2009 School Grade - D AYP - No Rdg. Proficiency, _33_% Math Proficiency, _33_% Rdg. Lrg. Gains, _51_ points Math Lrg. Gains, 61__points

Rdg. Imp. of Lowest 25% - 60_ points
Math Imp. of Lowest 25% -72_ points

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

NA		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
19

 # receiving effective rating or higher
19, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
19, 100%

 # ESOL endorsed
1, 5%

 # reading endorsed
2, 11%

 # with advanced degrees
12, 63%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
2, 11%

 # with 15 or more years of experience
14, 74%

Education Paraprofessionals

# of paraprofessionals
37

 # Highly Qualified
37, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

In-house professional development opportunities with emphasis on lesson planning, classroom management, and data analysis. Continuous opportunities for staff to participate in region/district professional development opportunities.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Peer Mentoring- based on research, in order to facilitate the growth of teachers, it has been determined that pairing teachers based on content area/or similarity of content area, as well as one teacher with more experience as an educator has proven to be a determining factor in teacher retention and student achievement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership Team meets as a Professional Learning Community addressing the data trends and needs that effect the school and overall student achievement.
The focus of discussion:
• What is occurring with the student?
• Why is/are the problem(s) occurring?
• What interventions are being used to correct problem?
• Are the current interventions working?

Information discussed at the MTSS/RtI Leadership Team meetings will be shared with EESAC to implement and further adjust the school improvement plan.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.
Kimberly Wilson, Childcare Specialist: Directs and 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.
Kristen Patterson, Guidance Counselor/SPED –ESOL Coordinator: 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.
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.
Patricia Florit-Valenzano, Science /Mathematics Team Leader: Participates in analyzing assessment data, delivers data-based instruction, and provides instructional support to content area teachers, and ensures the fidelity of the school's mathematics program.
Alfreida Joseph-Goins, Data/Assessment Coordinator: Coordinates all District/State mandated assessments, disaggregates data to provide instructional support for data-based instructional planning, and assist in providing data-based professional development.
Steven Spiegel, SPED Consultant: Participates in data collection, and collaborates with general education teachers in lesson planning strategies.
Dr. Sandra Billingslea, Social Worker: Provides social services and assistance to improve the social and psychological functioning of the students and their families. Additionally, assists in providing interventions for targeted students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/RtI Leadership Team meets monthly to address data-based instructional planning, progress monitoring, and best practices to promote student achievement and implementation of the school improvement plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data management system used by Dorothy M. Wallace COPE Center to make instructional decisions include:
Edusoft –Baseline (Reading,Math,Science,U.S.History), Fall (Reading, Math, Science) and Winter

(Reading,Math,Science,U.S.History) Interim Assessment
Progress Monitoring and Reporting Network (PMRN)
Florida Assessments for Instruction in Reading (FAIR)
Midyear data: FAIR assessment
End of year data: Florida Comprehensive Achievement Test (FCAT 2.0) results
End of Course Exams (Algebra 1/Geometry/Biology/US History/Civics)
FAIR
Data Discussion Conversations : Curriculum Team- weekly, General Education teachers – weekly during common planning, students once/monthly
Reading Plus reports
Jamestown reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consist of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluations/ta_manual_revised2012/indes.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures
(available at http://rti.dadeschools.net)
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

NA

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Constance Gilbert	Media Specialist
Alfreida Joseph-goins	Professional Development Liaison
Janie Centeno	Reading/Language Arts/Social Studies
Robert Glickman	Mathematics/Science
Karla Revere	Career Technical Education

How the school-based LLT functions

Constance Gilbert (Media Specialist) – The Media Specialist will infuse literacy across the curriculum. Additionally, the Media Specialist will work with the general education teachers to incorporate the Comprehensive Reading Plan. She will also collaborate with faculty and staff to promote a focus of the school-wide literacy initiative.

Alfreida Joseph-Goins (Professional Development Liaison) – The Professional Development Liaison will work with the Literacy Leadership Team to provide professional development as related to the literacy initiative based on student assessment data, classroom observation data, teacher's Individual Professional Development Plan (IPDP), and the school improvement plan (SIP). An instructional staff member from each content area will collaborate with the Literacy Leadership Team to ensure that all literacy initiatives are implemented with fidelity. Additionally, instructional staff members will develop strategies to identify struggling learners, diagnose and monitor learners based on student generated data, and assist with providing input on need- based professional development.

Janie Centeno-Language Arts/Reading/Social Studies – The Reading/Language arts/Social Studies representative will incorporate the Comprehensive Reading Plan with the initiatives developed and implemented by the Literacy Leadership Team

Robert Glickman-Math/Science- The Math/Science representative will incorporate the initiatives developed and implemented by the Literacy Leadership Team throughout the Math/Science course curriculum to facilitate literacy across the curriculum.

Karla Revere-Career-Technical Education- The Career-Technical Education representative will incorporate the initiatives developed and implemented by the Literacy Leadership Team throughout the Career-Technical Education course curriculum and academies to facilitate literacy across the curriculum.

Major initiatives of the LLT

A major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. This initiative will be accomplished by determining professional development needs related to literacy and student achievement, and on-going collaboration to discuss student data.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading is the foundation for every subject/content area. In order for students to be successful in any course, they must be able to read and comprehend the text of the content/subject area. All teachers contribute to the improvement in reading includes but is not limited to incorporating proven research-based strategies in their lesson planning, utilizing reading data to facilitate and support the areas for improvement in reading with each student. Additionally, every teacher monitors the effectiveness of the reading strategies and makes appropriate adjustments to meet the needs of the student.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Instructional staff/teachers will 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

The curriculum offered at DMW COPE Center is aligned with Miami-Dade County Public School pupil progression plan. Students attending DMW COPE Center are also required to meet state assessment requirements for graduation (FCAT 2.0/EOC exams). Students are encouraged to enroll in honors and advanced placement courses and where applicable, the dual enrollment program. Additionally, students at COPE are given the opportunity and encouraged to take pre-graduation diagnostic examinations, such as PSAT, SAT, and ACT to determine areas of strengths and weaknesses in preparation for post-secondary education. Student services inform and assist students with the application for Bright Futures scholarships. Students do not receive a diploma from COPE. Once district/state graduation requirements are met, the student receives their diploma from their respective home high school as determined by the district's attendance boundary.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	19%	20%	Yes	27%
American Indian				
Asian				
Black/African American	17%	24%	Yes	25%
Hispanic	23%		No	31%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	17%	20%	Yes	25%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		19%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		8%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		17%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		7%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	10	34%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	33%	12%	No	39%
American Indian				
Asian				
Black/African American	8%	8%	Yes	17%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	33%	12%	No	39%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		19%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		41%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	50	43%	48%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	50	43%	48%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	3%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	2%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	11	10%	15%
Passing rate (%) for students who take CTE-STEM industry certification exams		8%	12%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	35	30%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	3%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	3%
Students taking CTE industry certification exams	11	33%	36%
Passing rate (%) for students who take CTE industry certification exams		0%	3%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	41%	40%
Students in ninth grade with one or more absences within the first 20 days	2	18%	17%
Students in ninth grade who fail two or more courses in any subject	2	12%	11%
Students with grade point average less than 2.0	31	39%	38%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	81	69%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	13%	12%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	9	9%	7%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	2%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	2%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	96	85%	88%

Goals Summary

G1. On the 2013 FCAT 2.0-READING, 20% of the students at Dorothy M. Wallace COPE scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 27% of students to score at Level 3 or above, an increase 7 percentage points.

G2. On the 2013 FCAT 2.0 Writing:34% of the students at Dorothy M. Wallace COPE scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 41% of students to score at Level 3 or above, and increase 6 percentage points.

G3. Mathematics: On the 2013 Algebra 1 and Geometry EOC, 12% of students scored at level 3 or above. Our goal for 2014 is for 39% of students to score at level 3 or above , an increase of 27 percentage points.

G4. On the 2013 FCAT 2.0-BIOLOGY -36% of the students at Dorothy M. Wallace COPE scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Biology is for 43% of students to score at Level 3 or above, and increase 7 percentage points.

G5. CAREER-TECHNICAL EDUCATION: Increase student participation in the Career-Technical Education academies (Early-Childhood) by 10%.

G6. For 2013-14 -STEM: Increase the number of students involved in STEM-related activities, and increase the opportunities for participation in STEM-related activities.

G7. Early Warning System: ATTENDANCE: For 2012-2013 the overall attendance rate was 85%. For 2013-2014 the goal is to increase the attendance rate from 85% to 88%, a 3 percentage point increase.

G8. Early Warning System- BEHAVIOR: For 2012-2013 69% of students received a behavioral referral. Our goal for 2013-14 is to decrease the number of referrals to 68% or less, a one percentage point decrease minimum.

G9. Early Warning System -DROP-OUT PREVENTION: For 2012-2013 9% of the student population dropped out of school. For 2013-2014 our goal is to decrease the number of drop outs to 7%, a decrease of 2 percentage points.

Goals Detail

G1. On the 2013 FCAT 2.0-READING, 20% of the students at Dorothy M. Wallace COPE scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 27% of students to score at Level 3 or above, an increase 7 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- District/State adopted text - McDougal-Littell

- Novels to include but not limited to grade-level novels included in district pacing guides.

- Reading Plus

- Jamestown

- Accelerated Reader

- FAIR resources

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 -Reading indicates that 20% of students scored at level 3 or above. Our goal for 2014 is for 27% of students to score at level 3 or above , an increase of 7 percentage points.

- Results of the 2013 FCAT 2.0 -Reading indicates that 9% of students scored at level 3. Our goal for 2014 is for 19% of students to score at level 3, an increase of 10 percentage points.

- Results of the 2013 FCAT 2.0 -Reading indicates that 4% of students scored at level four or above. Our goal for 2014 is for 8% of students to score at level four or above, an increase of 8 percentage points.

- Results of the 2013 FCAT 2.0 -Reading indicates that all students will make learning gains.

- Results of the 2013 FCAT 2.0 -Reading indicates that the lowest 25% will make learning gains.

- Results of the 2013 CELLA Writing administration 31% of students scored proficient. Our goal for the 2014 CELLA Writing administration is for 38% of students to score proficient, an increase of 7 percentage points.

- Results of the 2013 CELLA Reading administration, 8% of students scored proficient. Our goal for 2014 CELLA Reading administration is for 17% of students to score proficient in reading, a 9 percentage point increase.

- Results of the 2013 CELLA Speaking/Listening administration, 42% of students scored proficient. Our goal for the 2014 CELLA Speaking/Listening administration is for 48% of students to score proficient, a 6 percentage point increase.

Plan to Monitor Progress Toward the Goal

Classroom instruction will be monitored to provide teachers feedback; additionally walk-throughs and intervention strategies will be implemented and monitored.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Weekly Classroom Walk Through

Evidence of Completion:
Formative Assessments : Interim Benchmark Assessments Summative Assessments: 2014 FCAT 2.0 Reading Assessment

G2. On the 2013 FCAT 2.0 Writing:34% of the students at Dorothy M. Wallace COPE scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 41% of students to score at Level 3 or above, and increase 6 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Journals
- Comprehensive Writing Plan and Focus Calendar

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Writing:66% of the students at Dorothy M. Wallace COPE scored 3 or below.

Plan to Monitor Progress Toward the Goal

Classroom instruction will be monitored to provide teachers feedback;additionally walk-throughs and intervention strategies will be implemented and monitored.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Weekly Walk through

Evidence of Completion:
Formative Assessments: Peer- Editing Writing Portfolios Mid-year Writing Assessment Summative: 2014 FCAT Writing Assessment

G3. Mathematics: On the 2013 Algebra 1 and Geometry EOC, 12% of students scored at level 3 or above. Our goal for 2014 is for 39% of students to score at level 3 or above , an increase of 27 percentage points.

Targets Supported

- Math ()

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Cognitive Tutor

- Smartboard Technology

- District/State Adopted Text -

- Manipulatives

- Geometers Sketchpad

Targeted Barriers to Achieving the Goal

- Results from the 2013 Algebra 1 and Geometry End of Course Assessment Indicate that 12% of Economically Disadvantaged subgroup scored at level 3 or above. Students in this group exhibited difficulty in number theory and number sense in both the Algebra 1 and Geometry courses.

- Results of the 2013 FCAT Algebra EOC indicate that 13% of the students scored at Level 3 or above. Our goal on the 2014 Algebra 1 EOC is for 22% of students to score at Level 3 or above, an increase 9 percentage points.

- Results of the 2013 FCAT Geometry EOC indicate that 25% of the students scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 32% of students to score at Level 3 or above, and increase 7 percentage points.

- Results of the 2013 FCAT Algebra 1 and Geometry End of Course Assessments indicate that all students will make learning gains.

- Results of the 2013 FCAT Algebra 1 and Geometry End of Course Assessments indicate that the lowest 25% of students will make learning gains.

Plan to Monitor Progress Toward the Goal

Classroom instruction will be monitored to provide teachers feedback; additionally walk-throughs and intervention strategies will be implemented and monitored.

Person or Persons Responsible
MTSS Team Administrative Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Summative: 2014 Algebra 1 End of Course Assessment

G4. On the 2013 FCAT 2.0-BIOLOGY -36% of the students at Dorothy M. Wallace COPE scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Biology is for 43% of students to score at Level 3 or above, and increase 7 percentage points.

Targets Supported

- Science

- Science - Biology 1 EOC

Resources Available to Support the Goal

- HOT Labs

- Lab Notebooks

- Smartboard Technology

- Discovery Education

- NBC learn

- Edgenuity Biology End of Course program

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT Biology EOC 36% of students scored at level 3.

- On the 2013 FCAT Biology EOC 0% of students scored at level 4 or above.

Plan to Monitor Progress Toward the Goal

Administration will monitor and observe instruction in the classroom and provide teacher feedback. Science Instructors/Department -Team Leader will review student assessment data.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly walk through

Evidence of Completion:
Formative Assessments: Interim Benchmark Assessments Summative assessment: 2014 FCAT Biology EOC

G5. CAREER-TECHNICAL EDUCATION: Increase student participation in the Career-Technical Education academies (Early-Childhood) by 10%.

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal
- Industry Experts
- Funding for Field Trips for exposure
- Funding for participation in organizations that support the CTE programs
- Writing support- to submit necessary portfolios required in the CTE programs

Targeted Barriers to Achieving the Goal
- For 2012-13 43% of students enrolled in Career-Technical Education (Early-Childhood). Our goal for 2013-14 is to increase the percentage of students participating in CTE to 48%, a 5 percentage point increase.
- For 2012-13 0% of students were enrolled in accelerated courses. Our goal for 2013-14 is to increase the percentage of student participating in accelerated courses to 3%, a 3 percentage point increase.
- For 2012-2013 11% of students took Career-Technical Education exams (Early-Childhood). Our goal for 2013-14 is to increase the number of students taking CTE exams by 10%.

Plan to Monitor Progress Toward the Goal

Administration will monitor and observe instruction in the classroom and provide teacher feedback.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly classroom walk throughs

Evidence of Completion:
Summative: Early-Childhood Industry Certification

G6. For 2013-14 -STEM: Increase the number of students involved in STEM-related activities, and increase the opportunities for participation in STEM-related activities.

Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- Supplies to include but not limited to project boards, measurement tools/instruments, computer hardware/software, computer

- Field Trips that are STEM related- to include but not limited to funding for field trips

- Funds for entrance to district/regional STEM activities/showcases

Targeted Barriers to Achieving the Goal

- Limited number of experiences.

- The overall participation in STEM related activities.

Plan to Monitor Progress Toward the Goal

Administration/Leadership Team will receive periodic debriefings from participating STEM instructors via their Department/Team leaders regarding the status of participation and completion of STEM activities.

Person or Persons Responsible
Administration /Leadership Team

Target Dates or Schedule:
monthly

Evidence of Completion:
Participation in STEM activities

G7. Early Warning System: ATTENDANCE: For 2012-2013 the overall attendance rate was 85%. For 2013-2014 the goal is to increase the attendance rate from 85% to 88%, a 3 percentage point increase.

Targets Supported
- All Areas

- Parental Involvement

- EWS

- EWS - Middle School

- EWS - High School

Resources Available to Support the Goal
- Attendance Reward Incentives

- Ancillary Services- WIC, Medicaid, Legal Services

- Attendance Reward Incentives

- Academic Achievement Incentives/rewards

- Guest speakers to address the connection between school-to-work

- Healthy start workshops

- TAP Expo

- Early Childhood courses (parenting and child development)

- Tutoring services/personnel

Targeted Barriers to Achieving the Goal
- For 2013-2014 increase the student attendance rate from 85% to 88%, a 3 percentage point increase.

- For 2012-13 41% of students missed 10% or more of instructional time. The goal for 2013-14 is for 40% or less to miss 10% instructional time, a 1 percentage point decrease.

- For 2012-13 39% of students had a GPA less than 2.0. For 2013-14 the goal is to reduce the percentage of students having a GPA less than 2.0 to 38%, a one percentage point decrease.

- For 2012-13 12% in Grade 9 failed two or more courses and/or did not move to Grade 10 on time. Our goal for 2013-14 is for 11% or less of Grade 9 students to fail two or more courses and/or not move to Grade 10 on time.

Plan to Monitor Progress Toward the Goal

Academic advisement meetings with students to include teacher generated data, and more in depth data chats with students connecting academic achievement and daily attendance. Additionally, academic progress will be monitored by student services team in coordination with general education staff on a weekly basis to determine if additional support services are required.

Person or Persons Responsible

Student Services Attendance Review Committee Administration

Target Dates or Schedule:

Monthly as applicable

Evidence of Completion:

Student Attendance bulletin Truancy Reports Logs/Sign-in Sheets surveys

G8. Early Warning System- BEHAVIOR: For 2012-2013 69% of students received a behavioral referral. Our goal for 2013-14 is to decrease the number of referrals to 68% or less, a one percentage point decrease minimum.

Targets Supported

- EWS

- EWS - Middle School

- EWS - High School

Resources Available to Support the Goal

- Miami-Dade County Student Code of Conduct

- Anti-bullying curriculum

- School-site Alternative to Suspension Plan

- Behavior incentive/rewards/recognition

- Peer-Mediation Training

Targeted Barriers to Achieving the Goal

- For 2012-13 13% of students who received one or more behavior referrals lead to a suspension. Our goal for 2013-14 is to decrease the number of referrals leading to suspension to 12%, a one percentage point decrease.

Plan to Monitor Progress Toward the Goal

Behavioral advisement meetings/small group interventions to include teacher-student intervention meetings, in conjunction with data chats connecting academic achievement with appropriate school/learning environment behavior. Changes in behavior along with academic progress will be monitored by student services team in coordination with general education staff on a weekly basis to determine if additional support services are required.

Person or Persons Responsible

Administrative Team/Student Services Team/Faculty and Staff

Target Dates or Schedule:

Weekly/Bi-weekly as applicable

Evidence of Completion:

Student Referral Reports

G9. Early Warning System -DROP-OUT PREVENTION: For 2012-2013 9% of the student population dropped out of school. For 2013-2014 our goal is to decrease the number of drop outs to 7%, a decrease of 2 percentage points.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Guest Speakers to address the connection between school -to-work

- Healthy Start Workshops

- Tap Expo

- Early Childhood Courses (parenting and child development)

- Tutoring

Targeted Barriers to Achieving the Goal

- 9% of the student population that drops out of school did not have a complete understanding of the connection between school and being work/career ready.

Plan to Monitor Progress Toward the Goal

Student services will be monitored to provide team members with feedback regarding student attendance and necessary interventions.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Summative: 2013-14 drop-out rate decrease data.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. On the 2013 FCAT 2.0-READING, 20% of the students at Dorothy M. Wallace COPE scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 27% of students to score at Level 3 or above, an increase 7 percentage points.

G1.B1 Results of the 2013 FCAT 2.0 -Reading indicates that 20% of students scored at level 3 or above. Our goal for 2014 is for 27% of students to score at level 3 or above , an increase of 7 percentage points.

G1.B1.S1 Teachers will collaborate through common planning to review student work and data

Action Step 1

Students should practice identifying the methods of development, as well as multiple patterns within a single passage. Emphasis should be on analyzing how an author's choices in structuring text, order of events, and the manipulation of time (pacing, flashbacks) creates effects such as mystery, tension, and/or surprise.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instruction

Evidence of Completion

Student Work.

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

Classroom instruction will be monitored through classroom walk through based on student work.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B1.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessents to track reading learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative: Mini-Benchmark Assessments Interim Assessments

G1.B2 Results of the 2013 FCAT 2.0 -Reading indicates that 9% of students scored at level 3. Our goal for 2014 is for 19% of students to score at level 3, an increase of 10 percentage points.

G1.B2.S1 Teacher will collaborate through common planning to review student work and data.

Action Step 1

Students will be provided with a wide variety of activities working with sets of words that are semantically related. Students will also receive reinforcement and practice with prefixes, suffixes, root words, antonyms, and synonyms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly as appropriate.

Evidence of Completion

Student Work.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom instruction will be monitored to determine if students are improving based on the student work samples.

Person or Persons Responsible

MTSS/RtI Team Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B2.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track reading learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Mini-benchmark assessments.

G1.B3 Results of the 2013 FCAT 2.0 -Reading indicates that 4% of students scored at level four or above. Our goal for 2014 is for 8% of students to score at level four or above, an increase of 8 percentage points.

G1.B3.S1 Teacher will collaborate through common planning to review student work and data.

Action Step 1

Students will be provided with a wide variety of activities working with sets of words that are semantically related. Students will also receive reinforcement and practice with prefixes, suffixes, root words, antonyms, and synonyms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instruction as applicable.

Evidence of Completion

student work.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Classroom instruction will be monitored to ensure that students' vocabulary is improving based on student work.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work.

Plan to Monitor Effectiveness of G1.B3.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track reading learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: mini-benchmark assessments. Interim Assessments

G1.B4 Results of the 2013 FCAT 2.0 -Reading indicates that all students will make learning gains.

G1.B4.S1 Teachers will collaborate through common planning to collaborate, review, and analyze student work.

Action Step 1

Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instruction as applicable.

Evidence of Completion

Student work.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom instruction will be monitored to ensure that students are reading a variety of text across a variety of genres based on student work samples.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly walkthrough

Evidence of Completion

Student work.

Plan to Monitor Effectiveness of G1.B4.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track reading learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark Assessments Interim Assessments

G1.B5 Results of the 2013 FCAT 2.0 -Reading indicates that the lowest 25% will make learning gains.

G1.B5.S1 Teachers will collaborate through common planning to review student work and determine interventions based on data.

Action Step 1

Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraphs, or sentence in question. Students should be able to distinguish literal from figurative interpretations such as determining the meaning of words, and phrases as they are used in the text, including figurative and connotative meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instructions as applicable

Evidence of Completion

Student work.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Classroom instruction will be monitored through classroom walk through to determine if students are gaining an understanding of words in context through student work samples.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly classsroom walk through

Evidence of Completion

Student work.

Plan to Monitor Effectiveness of G1.B5.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track the lowest 25% learning gains and their areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark Assessments Interim Assessments

G1.B6 Results of the 2013 CELLA Writing administration 31% of students scored proficient. Our goal for the 2014 CELLA Writing administration is for 38% of students to score proficient, an increase of 7 percentage points.

G1.B6.S1 Teachers will collaborate through common planning to review student work and data.

Action Step 1

Teachers will utilize the use of journals that record personal thoughts, feelings, ideas for exploration, and perplexing questions. Conduct peer sharing and editing, as well as student- teacher writing conferences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily Classroom instruction as applicable

Evidence of Completion

student journals.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Classroom instruction will be monitored through the class room walk throughs to ensure that ESOL students are expanding their writing through the use of journals.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals

Plan to Monitor Effectiveness of G1.B6.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track student writing and areas for improvement in writing.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark Assessments Midyear Writing Assessment

G1.B7 Results of the 2013 CELLA Reading administration, 8% of students scored proficient. Our goal for 2014 CELLA Reading administration is for 17% of students to score proficient in reading, a 9 percentage point increase.

G1.B7.S1 Teachers will collaborate through common planning to review student work and data.

Action Step 1

ESOL/Language Arts instructors will provide instruction in reading from a wide variety of text based on student's ESOL level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instruction as applicable

Evidence of Completion

Student work.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Classroom instruction will be monitored by classroom walk through to ensure students are making reading learning gains through evidence of student work.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work.

Plan to Monitor Effectiveness of G1.B7.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track reading learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark Assessments Interim Assessments

G1.B8 Results of the 2013 CELLA Speaking/Listening administration, 42% of students scored proficient. Our goal for the 2014 CELLA Speaking/Listening administration is for 48% of students to score proficient, a 6 percentage point increase.

G1.B8.S1 Teachers will collaborate through common planning to review student work and data to assist ESOL students with speaking/listening.

Action Step 1

The following includes but is not limited to - The instructor will demonstrate to the learner how to copy a task, with the expectation that the learner can copy the model. Students will work together in small intellectually and culturally mixed groups, Students will assume the roles of characters and collaboratively create stories. Students determine the actions of their characters..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instruction as applicables

Evidence of Completion

Student work to include modeling speaking/listening skills.

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Classroom instruction will be monitored through classroom walk through to ensure that ESOL students are actively modeling appropriate listening and speaking skills.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples that demonstrate modeling of speaking/listening skills.

Plan to Monitor Effectiveness of G1.B8.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track evidence of gains in speaking/listening and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative: Mini-Benchmark Assessments Interim Assessments

G2. On the 2013 FCAT 2.0 Writing:34% of the students at Dorothy M. Wallace COPE scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 41% of students to score at Level 3 or above, and increase 6 percentage points.

G2.B1 On the 2013 FCAT 2.0 Writing:66% of the students at Dorothy M. Wallace COPE scored 3 or below.

G2.B1.S2 Applicable students will participate in "Writing Boot Camp" to target instruction related to writing needs based on Midyear Writing Assessment.

Action Step 1

"Writing Boot Camp" is structured to provide targeted instruction in areas of need.

Person or Persons Responsible

Language Arts Instructor

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Writing Assessment

Plan to Monitor Fidelity of Implementation of G2.B1.S2

"Writing Boot Camps" will be monitored by using students writing samples that demonstrate a better understanding of targeted writing process.

Person or Persons Responsible

Curriculum Coach/Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work/Writing Samples

Plan to Monitor Effectiveness of G2.B1.S2

Teachers/Instructional leaders will review/evaluate writing samples to determine improvement in targeted areas of need.

Person or Persons Responsible

Curriculum Coach/Administrative Team

Target Dates or Schedule

Bi-weekly/Monthly

Evidence of Completion

Formative: Student writing samples

G3. Mathematics: On the 2013 Algebra 1 and Geometry EOC, 12% of students scored at level 3 or above. Our goal for 2014 is for 39% of students to score at level 3 or above , an increase of 27 percentage points.

G3.B1 Results from the 2013 Algebra 1 and Geometry End of Course Assessment Indicate that 12% of Economically Disadvantaged subgroup scored at level 3 or above. Students in this group exhibited difficulty in number theory and number sense in both the Algebra 1 and Geometry courses.

G3.B1.S1 Mathematics Instructors will collaborate and review students work and data.

Action Step 1

Algebra 1- students will apply the laws of exponents to simplify monomial expressions with integral exponents. Simplify polynomials expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Person or Persons Responsible

Mathematics Instructors

Target Dates or Schedule

Daily Classroom Instruction

Evidence of Completion

student work

Facilitator:

Cognitive Tutor Facilitator Curriculum Coach Region/District professional development facilitators

Participants:

Algebra 1 Instructors

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom instruction will be monitored to based on student work.

Person or Persons Responsible

MTSS Team Administration

Target Dates or Schedule

Classroom walk throughs

Evidence of Completion

Student work/work folders

Plan to Monitor Effectiveness of G3.B1.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track learning gains and areas for improvement in algebra.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments:Mini-Benchmark Assessments Interim Assessments

G3.B2 Results of the 2013 FCAT Algebra EOC indicate that 13% of the students scored at Level 3 or above. Our goal on the 2014 Algebra 1 EOC is for 22% of students to score at Level 3 or above, an increase 9 percentage points.

G3.B2.S1 Teachers will collaborate and review student work.

Action Step 1

Algebra 1- students will apply the laws of exponents to simplify monomial expressions with integral exponents. Simplify polynomials expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Person or Persons Responsible

Mathematics Instructors

Target Dates or Schedule

Daily Classroom instruction

Evidence of Completion

Student Work

Plan to Monitor Fidelity of Implementation of G3.B2.S1

classroom instruction will be monitored based on student work and data.

Person or Persons Responsible

Curriculum /MTSS-RtI Team Administration

Target Dates or Schedule

Classroom Walk Throughs

Evidence of Completion

Student Work/work folders

Plan to Monitor Effectiveness of G3.B2.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track learning gains and areas for improvement in algebra 1.

Person or Persons Responsible

Mathematics Instructors Instructional Leaders Administration

Target Dates or Schedule

Bi-weekly Bi-monthly interim assessments.

Evidence of Completion

Formative:Mini-Benchmark Assessments Teacher-made Assessments (informal/formal) Interim Assessments

G3.B2.S2 Mathematics Instructors will facilitate "Algebra 1 Boot Camps"

Action Step 1

Boot Camps are designed to provide targeted instruction to address the needs of the learners.

Person or Persons Responsible

Mathematics Instructors

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Folders

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Boot camps will be monitored to provide teachers feedback;additionally mini-assessments will be implemented and utilized as interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: Algebra 1 End of Course Assessment

Plan to Monitor Effectiveness of G3.B2.S2

Teachers/Instructional Leaders will review data from mini-assessments to track learning gains and areas for improvement in algebra.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark assessments

G3.B3 Results of the 2013 FCAT Geometry EOC indicate that 25% of the students scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 32% of students to score at Level 3 or above, and increase 7 percentage points.

G3.B3.S1 Teachers will collaborate and review student work and data.

Action Step 1

Provide opportunities for students to practice the content so they will be able to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Person or Persons Responsible

Mathematics Instructors

Target Dates or Schedule

Daily classroom instruction as applicable.

Evidence of Completion

student work/work folders

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom instruction will be monitored based on student work and data.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

student work/work folders

Plan to Monitor Effectiveness of G3.B3.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track learning gains and areas for improvement in geometry.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark assessments Interim Assessments

G3.B4 Results of the 2013 FCAT Algebra 1 and Geometry End of Course Assessments indicate that all students will make learning gains.

G3.B4.S1 Teachers will collaborate and review student work and data.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, Mathematics teachers will support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily classroom instruction as applicable

Evidence of Completion

Student work/work folders

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Classroom instruction will be monitored based on student work and data.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

Student work/work folders.

Plan to Monitor Effectiveness of G3.B4.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

Formative Assessments: Mini-Benchmark assessments Interim Assessments

G3.B5 Results of the 2013 FCAT Algebra 1 and Geometry End of Course Assessments indicate that the lowest 25% of students will make learning gains.

G3.B5.S1 Teachers will collaborate and review student work and data.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, Mathematics teachers will support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily classroom instruction as applicable

Evidence of Completion

student work/work folders

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Classroom instruction will be monitored based on student work and data.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

student work/work folders

Plan to Monitor Effectiveness of G3.B5.S1

Teachers/Instructional Leaders will review data to include but not limited to Edusoft, teacher-made assessments to track learning gains and areas for improvement of the lowest 25%.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments: Mini-Benchmark assessments Interim Assessments.

G4. On the 2013 FCAT 2.0-BIOLOGY -36% of the students at Dorothy M. Wallace COPE scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Biology is for 43% of students to score at Level 3 or above, and increase 7 percentage points.

G4.B1 On the 2013 FCAT Biology EOC 36% of students scored at level 3.

G4.B1.S1 Science Teachers will collaborate and review student work and data.

Action Step 1

Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily as applicable

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom instruction will be monitored through classroom walk through based on student work.

Person or Persons Responsible

MTSS/RtI Team Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G4.B1.S1

Teachers/Instructional Leaders will review data to include but not limited to baseline/Interim data, teacher-made assessments to learning gains and areas of improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Asessment: Mini-Benchmark Assessments Interim Assessments

G4.B2 On the 2013 FCAT Biology EOC 0% of students scored at level 4 or above.

G4.B2.S1 Provide inquiry-based, hands-on laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results an their experiences.

Action Step 1

Science Teachers will collaborate to review student work and data.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily as applicable during classroom instruction.

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Classroom instruction will be monitored by walk throughs based on student work and data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student work.

Plan to Monitor Effectiveness of G4.B2.S1

Teachers/Instructional Leaders will review data to include but not limited to baseline/interim data, teacher-made assessments to track learning gains and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative Assessments; Mini-benchmark assessments Interim assessments

G5. CAREER-TECHNICAL EDUCATION: Increase student participation in the Career-Technical Education academies (Early-Childhood) by 10%.

G5.B1 For 2012-13 43% of students enrolled in Career-Technical Education (Early-Childhood). Our goal for 2013-14 is to increase the percentage of students participating in CTE to 48%, a 5 percentage point increase.

G5.B1.S1 Instructional staff in coordination with Early Childhood instructors will provide support with the writing components of the required portfolio.

Action Step 1

CTE/General Education Instructors will have students write in a variety of informational/expository forms, including a variety of technical documents including but not limited to manuals, observational writing, and procedures)

Person or Persons Responsible

Career-Technical(CTE)/General Education Instructors

Target Dates or Schedule

Daily classroom instruction as applicable

Evidence of Completion

Formative: Writing Portfolios/Required Narratives for Early-Childhood certification

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom instruction will be monitored by classroom walk through based on students preparing and meeting the requirement to submit six 500 word narratives.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Formative: Narrative Portfolios

Plan to Monitor Effectiveness of G5.B1.S1

CTE instructors /Instructional Leaders will proof-read essays to provide feedback on early-childhood narratives.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Formative: Required Narratives for Early-Childhood certification

G5.B2 For 2012-13 0% of students were enrolled in accelerated courses. Our goal for 2013-14 is to increase the percentage of student participating in accelerated courses to 3%, a 3 percentage point increase.

G5.B2.S1 Curriculum coach will facilitate the development of cross-curricular CCSS lessons.

Action Step 1

Career-Technical Education Teachers (CTE) will be provided job-embedded professional development in Common Core State reading standards for literacy in accelerated science and technical subjects..

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning/PD Logs Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Classroom planning and instruction will be monitored based on walk throughs as evidenced through student work and data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Effectiveness of G5.B2.S1

Classroom instruction, student work, and student data will be monitored to track the effectiveness of Common Core State Standards in accelerated content and technical subjects.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Lesson Plans Student Work Student Data

G5.B3 For 2012-2013 11% of students took Career-Technical Education exams (Early-Childhood). Our goal for 2013-14 is to increase the number of students taking CTE exams by 10%.

G5.B3.S1 Prepare and test students for industry certifications through registered career-themed courses.

Action Step 1

Career-Technical teachers will implement baseline, practice exam, and monitoring of activities throughout instruction in preparation for industry certification exams (Early-Childhood).

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Daily as applicable through classroom instruction.

Evidence of Completion

Student baseline/practice exams.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Classroom instruction will be monitored by classroom walk through for effective implementation of lessons and timely instruction.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Student work

Plan to Monitor Effectiveness of G5.B3.S1

Administration will monitor effectiveness of classroom instruction as evidence by student baseline and practice exam.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weeklly/monthly

Evidence of Completion

Student work

G6. For 2013-14 -STEM: Increase the number of students involved in STEM-related activities, and increase the opportunities for participation in STEM-related activities.

G6.B1 Limited number of experiences.

G6.B1.S1 The number of STEM related activities/experiences will be monitored.

Action Step 1

Increase the number of students participating in the STEM related activities to include but not limited to Regional Science Fair, Fairchild Challenge, Family and Consumer Sciences Competitions, Future Business Leaders of America Competitions, by guiding students through the process of problem-solving as related to real-world application,

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing throughout the school year in preparation for pre-scheduled district/regional STEM activities.

Evidence of Completion

Entrance applications to: Participation in the Regional Science Fair Participation in The Fairchild Challenge Participation in regional FCCLA competition Participation in regional FBLA competition

Facilitator:

Math/Science/Career-Technical Teachers Professional Development Liaison Region/District Professional Development Facilitators

Participants:

Math/Science Teachers Career-Technical Education Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Classroom instruction of STEM-related courses will be monitored by the submission of applicable entrance application for STEM related activities.

Person or Persons Responsible

Participating STEM instructors Administrative Team

Target Dates or Schedule

Periodically (monthly) as needed until the STEM activity takes place.

Evidence of Completion

Product -completion of applicable STEM related activity; such as science fair project, Fairchild challenge product etc.

Plan to Monitor Effectiveness of G6.B1.S1

Department/Team Leaders will monitor the implementation of STEM related activities through common planning and department meetings.

Person or Persons Responsible

Department/Team Leaders Leadership Team

Target Dates or Schedule

Monthly until participation date of STEM activity

Evidence of Completion

Participation in STEM activities (such as science fair, Fairchild challenge, FCCLA competition, HOSA competition, SECME)

G6.B2 The overall participation in STEM related activities.

G6.B2.S1 Increase number of STEM related activities/experiences.

Action Step 1

Increase the number of students participating in the STEM related activities to include but not limited to Regional Science Fair, Fairchild Challenge, Family and Consumer Sciences Competitions, Future Business Leaders of America Competitions, by guiding students through the process of problem-solving as related to real-world application,

Person or Persons Responsible

STEM Teachers

Target Dates or Schedule

Ongoing throughout the school year in preparation for pre-scheduled district/regional STEM activities.

Evidence of Completion

Entrance Applications to: Participation in the Regional Science Fair Participation in The Fairchild Challenge Participation in regional FCCLA competition Participation in regional FBLA competition

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Classroom instruction of STEM-related courses will be monitored by the submission of applicable application for STEM-related activity.

Person or Persons Responsible

Participating STEM instructors Administrative Team

Target Dates or Schedule

Periodically(monthly)as needed until STEM activity takes place.

Evidence of Completion

Product of STEM-related activity (i.e. science fair project, Fairchild Challenge product etc.)

Plan to Monitor Effectiveness of G6.B2.S1

Department/Team Leaders will monitor the implementation of STEM-related activities through common planning and weekly department meetings.

Person or Persons Responsible

Department/Team Leaders Leadership Team

Target Dates or Schedule

Monthly until participation date of STEM activity.

Evidence of Completion

Product of STEM-related activity (i.e. science fair project, Fairchild Challenge product etc.)

G7. Early Warning System: ATTENDANCE: For 2012-2013 the overall attendance rate was 85%. For 2013-2014 the goal is to increase the attendance rate from 85% to 88%, a 3 percentage point increase.

G7.B1 For 2013-2014 increase the student attendance rate from 85% to 88%, a 3 percentage point increase.

G7.B1.S1 Student attendance will be monitored daily by school personnel.

Action Step 1

Daily attendance will be monitored; Parent/guardian phone calls will be made when a student is absent from school. Absences for appointments will be monitored and documentation will be provided by the student when absence occurs.

Person or Persons Responsible

Student Services Administrative Team

Target Dates or Schedule

Daily

Evidence of Completion

School attendance log Documentation for absences

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Daily attendance will be monitored and tracked according to documentation and daily attendance.

Person or Persons Responsible

Student Services/Truancy Team Administrative Team

Target Dates or Schedule

Daily

Evidence of Completion

School Attendance

Plan to Monitor Effectiveness of G7.B1.S1

Student Services/Truancy Team will use data from various sources to include but not limited to daily school attendance and truancy meeting log to track individual student attendance as well as overall school attendance.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Documentation for absences Truancy sign- in sheets Parent Contact Log

G7.B1.S2 Home visits will be made and documented by student services personnel.

Action Step 1

Student Services personnel will conduct home visits to determine what/if additional services are needed to improve student attendance.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Weekly

Evidence of Completion

Student Services log; Case Management Log; Truancy Reports.

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Daily attendance will be monitored to determine if intervention(s) improved student attendance.

Person or Persons Responsible

Student Services Administrative Team

Target Dates or Schedule

Daily

Evidence of Completion

School Attendance

Plan to Monitor Effectiveness of G7.B1.S2

Student Services/Truancy Team will use data from various sources to include but not limited to daily school attendance and truancy meetings to track individual student attendance as well as overall school attendance.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Home visit/Case Management log for record of intervention(s).

G7.B2 For 2012-13 41% of students missed 10% or more of instructional time. The goal for 2013-14 is for 40% or less to miss 10% instructional time, a 1 percentage point decrease.

G7.B2.S1 Encourage use of the onsite clinic for student and their child.

Action Step 1

Community Health Incorporated (CHI) offers school-based healthcare, which integrates education, medical and social services on school grounds.

Person or Persons Responsible

Community Health Incorporated Clinic Staff Student Services Administration

Target Dates or Schedule

Daily

Evidence of Completion

Log/Sign-in sheets

Plan to Monitor Fidelity of Implementation of G7.B2.S1

The success rate and effectiveness of participation with the clinic will be consistently reviewed and monitored.

Person or Persons Responsible

CHI Clinic Staff Administrative Team

Target Dates or Schedule

Monthly as applicable

Evidence of Completion

Logs/sign-in sheets surveys

Plan to Monitor Effectiveness of G7.B2.S1

The success rate and effectiveness of participation with the clinic will be consistently reviewed and monitored.

Person or Persons Responsible

Students Services Attendance Review Committee Administration

Target Dates or Schedule

Monthly as applicable

Evidence of Completion

Logs/Sign-in Sheets surveys

G7.B2.S2 Clarify school standards related to attendance

Action Step 1

Provide and review the student/parent handbook and attendance agreement in conjunction with a review of the Student Code of Conduct. Conduct needs assessments throughout the year to ensure that student's social/emotional needs are addressed. Also provide students with poor grades and attendance with mentors.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Weekly and/or daily as applicable

Evidence of Completion

School Attendance Bulletin, Sign-in Logs, Surveys

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Attendance Review Committee/Student Services will conduct attendance reviews. Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.

Person or Persons Responsible

Student Services Team Leadership Team Administration

Target Dates or Schedule

Weekly Attendance Review

Evidence of Completion

School Attendance Bulletin Truancy Conference Log Sign-in Logs Surveys

Plan to Monitor Effectiveness of G7.B2.S2

Academic advisement meetings with students to include teacher generated data, and more in depth data chats with students connecting academic achievement and daily attendance. Additionally, academic progress will be monitored by student services team in coordination with general education staff on a weekly basis to determine if additional support services are required.

Person or Persons Responsible

Student Services Team Administration

Target Dates or Schedule

Weekly and/or Bi-weekly as applicable

Evidence of Completion

School Attendance Bulletin Truancy Conference Log Sign-in Logs Surveys

G7.B2.S3 Formally notify parents if student becomes truant.

Action Step 1

Refer students with persistent attendance problems to the Attendance Review Committee which will include counselors, administrators, and teachers.

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

Weekly and or Bi-weekly as applicable

Evidence of Completion

School Attendance Bulletin Truancy Conference Log Sign-in Logs Surveys

Plan to Monitor Fidelity of Implementation of G7.B2.S3

Generate and review truancy reports, daily attendance bulletin. Additionally, students and parents/guardians will be placed on attendance contract .

Person or Persons Responsible

Student Services Team to include School Attendance Review Committee

Target Dates or Schedule

Weekly and /or bi-weekly as applicable

Evidence of Completion

School Attendance Bulletin Truancy Conference Log Sign-in Logs Surveys

Plan to Monitor Effectiveness of G7.B2.S3

Truancy reports will be utilized in conjunction with daily attendance bulletin. Student Services team will utilize attendance records and district assessment reports to identify and provide individualized wrap-around services to students.

Person or Persons Responsible

Student Services Team, School Attendance Review Committee Leadership Team Administration

Target Dates or Schedule

Weekly and/or Bi-weekly

Evidence of Completion

School Attendance Bulletin Truancy Conference Log Sign-in Logs Surveys

G7.B3 For 2012-13 39% of students had a GPA less than 2.0. For 2013-14 the goal is to reduce the percentage of students having a GPA less than 2.0 to 38%, a one percentage point decrease.

G7.B3.S1 Student Services Team/Instructional Leaders will conduct needs assessments throughout the year based on various sources of data both academic and attendance related.

Action Step 1

Academic advisement meetings with students to include teacher generated data, and more in depth academic/data conversation will take place.

Person or Persons Responsible

Student Services Team/Instructional Staff Administrative Team

Target Dates or Schedule

monthly

Evidence of Completion

Interim Progress reports (weekly/mid-grading period)

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Needs assessments meetings will be monitored for with fidelity to ensure students receive academic and attendance interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance records Needs Assessment/Intervention Log

Plan to Monitor Effectiveness of G7.B3.S1

Student services/Instructional Team Leaders will review data to include but not limited to student grades/ attendance/needs assessment to track progress and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Needs Assessment/Intervention Log Student Attendance Student Grades

G7.B4 For 2012-13 12% in Grade 9 failed two or more courses and/or did not move to Grade 10 on time. Our goal for 2013-14 is for 11% or less of Grade 9 students to fail two or more courses and/or not move to Grade 10 on time.

G7.B4.S1 Student Services Team/Instructional Leaders will conduct needs assessments throughout the year based on various sources of data both academic and attendance related specific to Grade 9 students.

Action Step 1

Academic advisement meetings with students to include teacher generated data, and more in depth academic/data conversation will take place.

Person or Persons Responsible

Student Services Team/Instructional Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Progress Reports(weekly/mid-grading period)

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Needs assessments meetings will be monitored for with fidelity to ensure students receive academic and attendance interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Academic Advisement Log Needs Assessment/Intervention Log

Plan to Monitor Effectiveness of G7.B4.S1

Student services/Instructional Team Leaders will review data to include but not limited to student grades/ attendance/needs assessment to track progress and areas for improvement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Needs Assessment Logs Student Grades

G8. Early Warning System- BEHAVIOR: For 2012-2013 69% of students received a behavioral referral. Our goal for 2013-14 is to decrease the number of referrals to 68% or less, a one percentage point decrease minimum.

G8.B1 For 2012-13 13% of students who received one or more behavior referrals lead to a suspension. Our goal for 2013-14 is to decrease the number of referrals leading to suspension to 12%, a one percentage point decrease.

G8.B1.S1 Instructional Leaders/Student Services Team will collaborate to determine effective classroom management strategies in addition to providing necessary behavior modification interventions as applicable.

Action Step 1

Student Services/Instructional Staff will utilize the school-site developed Alternative to Suspension Plan to implement appropriate school/classroom management techniques. Additionally, Staff will review the expectations for students related to behavior during periodic orientation meetings throughout the school year.

Person or Persons Responsible

Instructional/non-instructional staff

Target Dates or Schedule

Daily as applicable

Evidence of Completion

Suspension Report

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Suspension/Referral data will be monitored based on teacher-referrals and when applicable academic/ behavior advisement meeting logs.

Person or Persons Responsible

Student Services/Administrative Team

Target Dates or Schedule

Daily/Weekly as applicable

Evidence of Completion

Suspension/Referral reports

Plan to Monitor Effectiveness of G8.B1.S1

Student Services/Administrative team will review data to include but not limited to suspension logs, teacher-referrals, and academic advisement logs to track student behavior and implementation of necessary interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Suspension Reports

G9. Early Warning System -DROP-OUT PREVENTION: For 2012-2013 9% of the student population dropped out of school. For 2013-2014 our goal is to decrease the number of drop outs to 7%, a decrease of 2 percentage points.

G9.B1 9% of the student population that drops out of school did not have a complete understanding of the connection between school and being work/career ready.

G9.B1.S1 Daily attendance will be monitored. Necessary interventions will be initiated such as home visits by school social worker and or student services team.

Action Step 1

Multiple interventions will be implemented to include but not limited to: Phone calls home to parents/guardians of absent student, home visits, and truancy conferences.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Daily/Weekly Attendance Review

Evidence of Completion

Daily Attendance Rate Parent Contact Logs Home Visits Counseling, academic advisement, and meeting logs

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Student attendance will be monitored based on daily/weekly attendance data.

Person or Persons Responsible

Student Services Administrative Team

Target Dates or Schedule

Daily/Weekly as applicable

Evidence of Completion

Parent Contact Logs Truancy Meeting Logs Academic advisement/meeting logs

Plan to Monitor Effectiveness of G9.B1.S1

Student Services/Administrative team will review data to include but not limited to Cognos, daily attendance, and truancy meeting logs to track student attendance and implementation of necessary interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly/monthly

Evidence of Completion

Student attendance data

G9.B1.S2 Follow-up home visit interventions.

Action Step 1

Additional tracking will be implemented to determine additional services required to assist student in remaining in school.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Parent Contact Logs/Academic/Needs Assessment Logs

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Needs assessment will be completed per student request/Staff intervention.

Person or Persons Responsible

Student Services/Administrative Team

Target Dates or Schedule

Daily/Weekly as applicable

Evidence of Completion

Needs Assessment Surveys Academic/Needs Assessment Meeting Logs

Plan to Monitor Effectiveness of G9.B1.S2

Student Services/Administrative Team will review data to include but not limited to Needs Assessment, daily attendance, truancy meeting logs to track student attendance and implementation of necessary interventions.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-monthly-as applicable

Evidence of Completion

Student attendance data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. DMW COPE provides remediation services to students in cooperation with Communities in Schools (CIS) to provide additional support for the students. Additionally, Students are identified based on district and state assessments to be provided Supplemental Educational Services (SES) tutoring support. Instructional personnel develop, implement, and evaluate core content/standards. Specific interventions are designed and implemented based on data analysis and coordinated to ensure that appropriate measures are taken to meet learners needs to improve student achievement. In addition to providing intervention support, professional development activities are provided so that appropriate progress monitoring and delivery of the services are maintained. Other components that are integrated into the school-wide Title I Program include academic and enrichment programs to improve community and parental involvement.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
The district receives funds to support the Educational Alternative Outreach program. Services offered are coordinated with the district Drop-out Prevention program.
Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
The District utilizes available Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing:
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL content area teachers
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Violence Prevention Programs
The school counselors will provide students assistance through small groups and in-class activities on how to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.
Nutrition Programs
DMW COPE Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
Nutrition education is provided through the Nutrition and Wellness Courses.
DMW COPE Center Receives funds and information to provide nutrition programs from the Florida Department of Health, Childcare Food Program.
Adult Education
Students are encouraged to enroll in Adult Education courses that assist in course recovery (course forgiveness) thereby meeting graduation requirements as determined by the District Pupil Progression Plan.
Career and Technical Education
DMW COPE Center offers two career academies: Certified Nursing Assistants academy and the Early Childhood academy. The program design of the Nursing Assistant program is currently an intensive one-year program. Participation in the Certified Nursing Assistant academy will lead to industry certification after successful completion of the program and passing the CNA exam. The Early Childhood program design is currently a four-year program. Participation in this program can lead to industry certification after successful completion of the four-year program and passing the required six competency exams. Both academy programs provide course credit which can be transferred to the respective programs at Miami Dade College.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Mathematics: On the 2013 Algebra 1 and Geometry EOC, 12% of students scored at level 3 or above. Our goal for 2014 is for 39% of students to score at level 3 or above , an increase of 27 percentage points.

G3.B1 Results from the 2013 Algebra 1 and Geometry End of Course Assessment Indicate that 12% of Economically Disadvantaged subgroup scored at level 3 or above. Students in this group exhibited difficulty in number theory and number sense in both the Algebra 1 and Geometry courses.

G3.B1.S1 Mathematics Instructors will collaborate and review students work and data.

PD Opportunity 1

Algebra 1- students will apply the laws of exponents to simplify monomial expressions with integral exponents. Simplify polynomials expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Facilitator

Cognitive Tutor Facilitator Curriculum Coach Region/District professional development facilitators

Participants

Algebra 1 Instructors

Target Dates or Schedule

Daily Classroom Instruction

Evidence of Completion

student work

G6. For 2013-14 -STEM: Increase the number of students involved in STEM-related activities, and increase the opportunities for participation in STEM-related activities.

G6.B1 Limited number of experiences.

G6.B1.S1 The number of STEM related activities/experiences will be monitored.

PD Opportunity 1

Increase the number of students participating in the STEM related activities to include but not limited to Regional Science Fair, Fairchild Challenge, Family and Consumer Sciences Competitions, Future Business Leaders of America Competitions, by guiding students through the process of problem-solving as related to real-world application,

Facilitator

Math/Science/Career-Technical Teachers Professional Development Liaison Region/District Professional Development Facilitators

Participants

Math/Science Teachers Career-Technical Education Teachers

Target Dates or Schedule

Ongoing throughout the school year in preparation for pre-scheduled district/regional STEM activities.

Evidence of Completion

Entrance applications to: Participation in the Regional Science Fair Participation in The Fairchild Challenge Participation in regional FCCLA competition Participation in regional FBLA competition

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	For 2013-14 -STEM: Increase the number of students involved in STEM-related activities, and increase the opportunities for participation in STEM-related activities.	$140
	Total	$140

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title I		$140	$140
Total		$140	$140

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G6. For 2013-14 -STEM: Increase the number of students involved in STEM-related activities, and increase the opportunities for participation in STEM-related activities.

G6.B1 Limited number of experiences.

G6.B1.S1 The number of STEM related activities/experiences will be monitored.

Action Step 1

Increase the number of students participating in the STEM related activities to include but not limited to Regional Science Fair, Fairchild Challenge, Family and Consumer Sciences Competitions, Future Business Leaders of America Competitions, by guiding students through the process of problem-solving as related to real-world application,

Resource Type

Evidence-Based Program

Resource

Entrance Fees for STEM related activities

Funding Source

Title I

Amount Needed

$140