

Miami-Dade County Public Schools

Dorothy M. Wallace Cope Center



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	17
Budget to Support Goals	17

Dorothy M. Wallace Cope Center

10225 SW 147TH TER, Miami, FL 33176

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

Demographics

Principal: Tammy Edouard

Start Date for this Principal: 3/22/2018

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	17

Dorothy M. Wallace Cope Center

10225 SW 147TH TER, Miami, FL 33176

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

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

Demographic Information

Principal start date

Thursday 3/22/2018, Tammy Edouard

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	1	6	8	12	17	44	
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	3	6	9	3	22	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	5	1	7	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 8/14/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	1	6	8	12	17	44	
Attendance below 90 percent	0	0	0	0	0	0	0	1	4	17	10	18	5	55	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	3	3	0	9	
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	2	7	5	0	0	15	

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	1	6	8	12	17	44
Attendance below 90 percent	0	0	0	0	0	0	0	1	4	17	10	18	5	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	3	3	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	2	7	5	0	0	15

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

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

The number of students identified as retainees:

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

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

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

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK											
HSP	10										
FRL	7	27						36			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	64
Total Components for the Federal Index	4
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	5
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

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

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

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

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

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

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance continues to be an area of concern.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Data-Driven Instruction**Area of Focus**

Description and Rationale: None of the Dorothy M. Wallace Cope Center students exited from the EESOL program, based on World-Class Instructional Design and Assessment (WIDA) data.

Measurable Outcome: If Dorothy M. Wallace Cope Center sustains the practice of using data-driven instruction through ongoing virtual progress monitoring, our students including our ELL population, will experience an increase in the WIDA exit rate along with increased proficiency in reading.

Person responsible for monitoring outcome:

Tammy Edouard (tedouard@dadeschools.net)

Evidence-based Strategy: Data-driven Instruction: Data will be used to ensure that students are correctly placed in their distance learning differentiated instruction groups and receive standard-aligned instructions aligned to the new curriculum.

Rationale for Evidence-based Strategy:

Dorothy M. Wallace COPE Center will increase the use of strategies to aide our English language learners to succeed in all their courses.

Action Steps to Implement

1. Provide designated time to develop English oral language proficiency.
2. Provide virtual instruction practices to support students in content-area learning.
3. Use peer-supported learning through distance learning small groups utilizing the new online platform help students practice oral language during academic lessons.
4. Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.

Person Responsible

Tammy Edouard (tedouard@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Teachers and staff relentlessly pursue the implementation of what is right for the success of our students. The School Leadership team will continue to work with all stake-holders to ensure that all members of our team are active participants and will continue to utilize school-wide practices to aide and improve student retention of knowledge. The School Leadership Team will help teachers identify and adequately use targeted resources to ensure that students obtain competency of course information for the successful completion of courses. Additionally, we will introduce mindfulness practices to help alleviate stress in teachers. Additionally, we will incorporate more opportunities for others to obtain experiences and training needed to develop new skills and levels of capability.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school will continue the practice of Celebrating Success, to effectively increase student academic achievement. Our school will continue to empowers teachers and staff, to increase teacher morale and participation in school leadership positions. Our school will promote a shared mission and vision, to increase stakeholder involvement at all levels of school operations. Our school will continue to use initiatives to support student achievement and celebrate academic successes.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Other: Data-Driven Instruction	\$0.00
Total:			\$0.00