Dorothy M. Wallace Cope Center

2022-23 Ungraded Schoolwide Improvement Plan

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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: 8/20/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dorothy M. Wallace COPE Center's mission is to provide teen parents with an education that fosters responsible parenting and self-sufficiency.

Provide the school's vision statement.

Dorothy M. Wallace COPE Center's vision is to prepare students to be effective decision-makers and productive citizens.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Dorothy M. Wallace COPE Center is a Miami-Dade County Public School for teen parents that is within the Region of Division of Educational Access (DEOA). Although Dorothy M. Wallace is an alternative school, it utilizes and teaches at the level and depth of the standard curriculum while providing extensive wraparound services that include a CHI Health Suite, parenting classes, social and emotional support, small class size, and a fully staffed nursery which affords our students the opportunity to attend school with their chid(-ren). Students also take Career and Technical Education courses in order to gain certifications that make them more competitive in the job market. Once students meet graduation requirements at Dorothy M. Wallace COPE Center, they receive their diploma from their homeschool.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Edouard, Tammy	Principal	The principal runs the daily operations of the school while ensuring academic policies and curriculum are followed and teachers are using strategies that maximize student learning. The principal also provides an atmosphere where all stakeholders are welcome and afforded the opportunity to reach their fullest potential in order to support the mission and vision of the school.
Gayden, Angela	Teacher, K-12	Math and Science Department Chair is responsible for oversight and dissemination of data to team members. Leadership team member responsible for sharing pertinent information between administration and math and science teachers.
Gilbert, Constance	Teacher, K-12	Responsible for media technology, Dade Partners and school volunteers. Works to provide support for reading initiatives in the school. Literacy Leadership Team leader.
James-Bodie, Latasha	Other	Responsible for supporting students social and emotional well being as well as monitoring attendance. Serves as the leader on the school Attendance Review Committee, conducting home visits and providing resources and referrals as needed. School site Mindfulness Champion and Social and Emotional Lead as well as the school Activities Director.
Milton, Lisa	School Counselor	Responsible for serving in the capacity of School Counselor.
Quick, Argentina	Other	Child Care Specialist responsible for oversight of the daily operation of the Nurturing Center which provides services for our students' infants and toddlers. Disseminates information and provides support and guidance to paraprofessionals who work in the school nursery. Also serves as Gradebook manager.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Saturday 8/20/2022, Tammy Edouard

Total number of students enrolled at the school.
28

Total number of teacher positions allocated to the school.
8

Number of teachers with professional teaching certificates?
8

Number of teachers with temporary teaching certificates?
2

Number of teachers with ESE certification?
2

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

2022-23

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	2	2	7	5	5	7	28
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	2	1	0	2	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	3	2	3	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	2	5	2	1	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	2	1	6	4	5	4	22

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	2	1	5	2	3	2	15

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	1	1	0	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	3	2	0	1	7

Date this data was collected or last updated
Monday 9/26/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	1	2	5	6	10	8	32
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	9	5	5	5	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	1	2	3	9	6	22
Course failure in Math	0	0	0	0	0	0	0	0	1	2	2	2	1	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	1	2	1	4	6	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	2	3	6	4	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	2	4	0	0	0	7

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	1	1	4	4	10	6	26

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%					76%	73%

Grade Level Data Review - State Assessments
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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	71%	-38%	70%	-37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	54%	-44%	57%	-47%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
FRL										

2021 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 2019-20	C & C Accel 2019-20
FRL										

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		

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	2
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 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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Our areas of focus from the previous school year included instructional practices relating to student engagement and to collaborative planning. Progress monitoring of students in math was done using IXL and District topic tests. Progress monitoring for ELA was done using i-Ready, Reading Plus and Common Lit. We also monitored student progress in all courses for use of Accountable Talk as a method to observe student engagement. We used technology such as Padlet and Microsoft Teams to collect student work samples that utilized school wide strategies. We also engaged students by allowing them opportunities to participate in the Nursery Literacy Initiative, Books, Babies, and Bonding. In addition, students attended Boot Camps for EOC, FSA and CTE courses.

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

The greatest area of improvement in ELA was Text Based Writing. New actions that helped make learning gains was collaborative teaching across the curriculum in order to support reading components and ensure students were able to obtain the maximum points on their exams. Reading, writing and social studies collaborated to ensure students were exposed to the standards across curriculum. The data component showing the most improvement in math was Functions and Modeling. During this past academic year, IXL was utilized to instruct and remediate the concepts taught.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area in greatest need of improvement in ELA was Integration of Knowledge and Ideas. The most problematic component of this area is students analyzing information from various sources and subjects to integrate that knowledge and information, so they can competently combine ideas to form a conclusion, theory, or answer. In Math, the area in greatest need of improvement is Statistics and the Number System. The component of this area that is most problematic is students being able to read and interpret word problems. We reached these conclusions by analyzing the data from the 2022 end of year FSA in ELA and the Algebra 1 EOC.

What trends emerge across grade levels, subgroups and core content areas?

In ELA, 69% of students made learning gains. In Math, 45% of students made learning gains. This indicates that use of Accountable Talk and Gradual Release of Responsibilities Model were effective in improving student learning in core content areas across all grade levels and subgroups.

What strategies need to be implemented in order to accelerate learning?

Students need to learn how to accurately identify reliable resources and find the key concepts located in those sources to accelerate learning in ELA. Once students have identified sources, they must be able to synthesize information that relates to the questions asked, and assemble that information in a manner that answers the questions. In Math, students need to be able to interpret the questions they are asked so they are able to identify the methods needed to successfully answer the questions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Our students need help in interpreting questions. Since all testing is done via technology, we will implement the SAMR (Substitution, Augmentation, Modification, Redefinition) Model to engage our students and have them integrate knowledge to accentuate higher order thinking and processing skills. Using this technique, they will become adept at recognizing how and when to move beyond transformation of information to enhancement of thinking, and thus learning. We will also support our teachers and leaders in becoming proficient in using technology by offering in-school training for Promethean Boards and for Schoology. District tests, in-program data, as well as topic tests and classroom assessments will be monitored to determine student progress in an on-going collaborative manner via data chats with all administration, teachers, and students. Continual growth in the use of various SAMR strategies will be evident in lesson plans, student engagement and application. Teacher collaboration and implementation of the strategies related to SAMR will be observed via classroom walkthroughs and collaborative planning sessions.

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students have shown a limited improvement in engagement in the classroom, but this has not translated to students being able to utilize these skills to successfully solve real-world problems. As we incorporate SAMR Strategies into the curriculum, students will become better engaged, allowing students to utilize technology to supplement their learning while allowing them to move beyond the processes of remembering and understanding to the higher thinking skills of evaluating and creating answers.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We anticipate that 50% of the time students will be engaged with technology related to SAMR strategies in ELA, Math, Science, and CTE, and Social Studies. The administrator will conduct walkthroughs weekly utilizing a checklist to provide feedback. The administrator expects to see the teachers implementing SAMR strategies at least 50% of the time.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will be given baseline exams in core courses. We will monitor student progress in ELA and Math
using District Progress Monitoring. In addition, ELA will use iReady and Read180, while Math will continue to use IXL. Topic assessments will be used to monitor Science and Social Studies. The use of SAMR strategies will be evidenced within classrooms via walkthroughs and the use an instructional look-fors checklist.

Person responsible for monitoring outcome:

Tammy Edouard (pr8131@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will use the SAMR (Substitution, Augmentation, Modification, Redirection) Model to help our students reach proficiency. Student centered learning is the goal of every classroom encounter, where teachers act as facilitators for student learning. Today's students are technologically driven and most students show a greater confidence in using technology than in regular pen and pencil learning. However, many classrooms use technology on basal levels, which limit the creativity and involvement of higher thinking. This method will allow students, as needed, to move beyond simple activities to creating in depth products that require thinking, creativity and communication. This is imperative, as society becomes more technologically driven and the work force requires that new entrants be able to manipulate and use technology skill sets.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our vision is to prepare students to be effective decision makers and productive citizens. This includes preparing them for the 21st Century work force. This will require that our students are proficient in using technology as a tool for learning, communication, and construction of ideas. Teachers attending various professional developments have reported that in order to prepare students to be capable of meeting this requirement, students must be able to navigate technology at a higher level of understanding.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be given a survey to determine how familiar they are with various technology offerings and their interest in new or recently developed technology.

Person Responsible   Angela Gayden (drgcdms@dadeschools.net)

Collaborations will be conducted to familiarize faculty with the various technology offerings that top the student interest survey.

Person Responsible   Angela Gayden (drgcdms@dadeschools.net)

Teachers will use technology in the classroom to supplement learning as part of differential instruction, and release students to use various technology offerings to demonstrate their creativity and understanding.

Person Responsible   [no one identified]

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Community Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

We will determine appropriate community partners and the purposes and roles we would like them to play in our school. We will develop a needs survey to ascertain what areas our students are interested in for vocational and post-secondary options. We will use these surveys to map out procedures to determine which agencies and services will best suit the needs of our students.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

We will use the school web site, direct mailings, face-to-face interactions, and school events to interact with the community to inform them of events occurring in our school and to invite partnership and involvement in school activities.

Describe how implementation will be progress monitored.

Monthly committee meetings will be used to plan new events and review past events, with collection of data to establish impact. Events will be scheduled on a calendar by month. A survey will be used to determine family and community participation.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Develop a student needs survey to determine areas of interest to our students.	Gayden, Angela, drgcdms@dadeschools.net
Recruit students for participation in clubs of interest via a club rush activity. Clubs meet bi-monthly to plan, organize and execute Service Projects and Team Building Activities.	Chung-Smith, Teisha, tchung-smith@dadeschools.net
Participate in ongoing field trips that expose students to areas of interest in civil literacy and career paths.	Chung-Smith, Teisha, tchung-smith@dadeschools.net