

# Dorothy M. Wallace Cope Center



2014-15 School Improvement Plan

## Dorothy M. Wallace Cope Center

10225 SW 147TH TER, Miami, FL 33176

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

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

94%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

NOT GRADED

### School Board Approval

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

### SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Dorothy M. Wallace COPE Center accepts the responsibility of teaching teenage parents through multidisciplinary approaches in a nurturing environment. We recognize the total well being of each student by fostering positive social and emotional growth. In addition, we provide academics, parenting, life management, and career skills along with needed support services allowing for maximum school success.

##### Provide the school's vision statement

Dorothy M. Wallace COPE (Continuing Opportunities for Purposeful Education) Center is to provide varying educational opportunities, enabling teenage parents to become high school graduates and reach their fullest potential.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Each grade level has an assigned guidance counselor who works closely with the principal and the school's social worker to keep them abreast of various issues that arise with students. District psychologists and/or outside services are also consulted as needed. In an effort to build positive relationships, the school climate survey and home language survey provide a snapshot of our students' cultural needs. Teachers will use newsletters and the electronic grade book messages in order to maintain constant contact and ensure positive relationships. Our monthly parental involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Second Cup of Coffee, Parent Advisory, Literacy Night/End of Course Exam (EOC) Information, Multicultural Celebration, Tot's Olympics, Tot's Graduation and Academic Celebrations.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

At the start of the school year, students are introduced to administration and key members of the faculty, including the school counselors through grade level orientation meetings, showing that they have support and a place to feel safe. It is stressed to students and parents that there is a Code of Conduct in place district wide and students may report any issues that may arise to a trusted adult. We empower the students to report bullying/harassment issues with the online reporting system or to report it to administration or a teacher. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This also helps to foster an environment where students will participate and contribute to the learning environment. We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, code yellow, fire, severe weather. Security personnel is available to anyone entering the school which in turn provides safety and security. In addition, key staff members are assigned radios for continuous communication and students are required to use hall passes at all times. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school administration in conjunction with the instructional/non-instructional support staff have developed and implemented a school-wide Behavior/Alternative to Suspension plan to assist in minimizing and dealing with distractions and unwanted behaviors. The Behavior/Alternative to Suspension Plan is aligned to the district's plan and provide staff a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the district' Student Code of Conduct. Our behavioral system is used school wide and extends into the classrooms. Instructional staff will review data including the school-wide data, individual classroom data, by grade level and disabilities. Each teacher/staff member is expected to follow the school-wide Discipline/Alternative to Suspension Plan as follows: giving verbal warnings, phone calls to parent/guardians, teacher-parent/guardian conferences, lunch detentions, referral to the guidance counselor and finally referral to administration. Additionally, clear behavior expectations are posted in all classrooms, school-wide rules and expectations are announced daily via morning announcements and students are provided incentives for positive behavior and academic success.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The student services department works to identify system patterns of students' needs to implement appropriate interventions to include but not limited to social and emotional health and supplemental educational services.

Dorothy M. Wallace COPE Center will ensure the social emotional needs of all students are being met through the following:

- A guidance counselor is available to all students if counseling is needed. The guidance counselors have created a form for teachers to identify and request services in order to meet the needs of our students.
- Social worker, school nurse and counselors address social and emotional needs provide individual and group counseling.
- Instructional and non-instructional staff is available to assist students as mentors.
- Providing all students an opportunity to participate in utilizing the school's on-site Community Health of South Florida (CHI).

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The dominant early warning indicators at Dorothy M. Wallace COPE Center are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in Reading and Mathematics.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Attendance below 90 percent	0	0	4	8	7	19
One or more suspensions	2	0	0	0	1	3
Course failure in ELA or Math	0	0	3	3	7	13
Level 1 on statewide assessment	6	4	11	11	7	39

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	7	11	15	18	20	73

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system.

Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Students that are absent 3 or more days are flagged by the student services team.

Subsequently the school-site social worker makes a home visit to determine the reason for the absence. Simultaneously based on the outcome of the home visit, a truancy meeting is setup for the parent/guardian to come and discuss with the attendance committee if they are in need of additional services that will assist with the student in coming to school. The projected outcome of this type of collaboration is improved school attendance.

Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. The school-site Alternative to Suspension plan has been developed to deter inappropriate/unwanted behaviors and to minimize outdoor suspension.

Scoring a Level 1 on a statewide, standardized assessment in Reading or Mathematics is another early warning indicator because over 75% of students are working below grade level in one or more of the core subjects. Students that are level one or two in reading are assigned to intensive reading classes in an effort to assist the student in their specific areas for improvement. Students that have not passed the required Algebra 1 end of course exam are schedule for intensive mathematics to address the areas for improvement.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Dorothy M. Wallace COPE Center strives to build community partnerships with an integrated focus on academics, teen-age parent development, family support, health and social services, and community development. Though our student population is transient and comes from several area communities, through the assistance of the school’s Education Excellence School Advisory Council (EESAC), we are networking with local community leaders to establish formal relationships and collaborative structures to engage stakeholders.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Burks, Annette	Principal
Joseph-Goins, Alfreida	Instructional Coach
Revere, Karla	Teacher, Career/Technical
Gilbert, Constance	Instructional Media
Morning, Marilyn	Paraprofessional
Quinn, Tarika	Guidance Counselor
Wilson, Kimberly	Teacher, PreK

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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/Rtl implementation; communicates with parents regarding school-based MTSS/Rtl 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.

Karla Revere - Career-Technical Academy Leader - provides assistance in the development and

implementation of the Career-Technical, Early Childhood, and Health Science Academy. This includes but is not limited to focus on increased participation in STEM and career-technical related organizations and activities.

Tarika Quinn - Students Services Leader-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.

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.

Marilyn Morning - Non-Instructional Support Leader - represents the non-instructional staff to provide support in disseminating information so that all stakeholders are included in the school-wide decision making process.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS/Rtl 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/Rtl Leadership Team meetings will be shared with EESAC to implement and further adjust the school improvement plan.

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 CHEAD (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.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marilyn Morning	Education Support Employee
Annette Burks-Grice	Principal
Tarika Quinn	Teacher
Angela Gayden	Teacher
Daisy Butcher	Teacher
Yvonne Parchment	Business/Community
Joey McCall, Esq	Business/Community
Sandra Billinglea	Student
Sonya Harrington	Parent
Michelle Piantini	Student
	Student
Alfreida Joseph-Goins	Teacher
Deja Morrison	Student
Karen Webb	Business/Community

## Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

### *Evaluation of last year's school improvement plan*

The Educational Excellence School Advisory Council played an integral role in the development and the implementation of the school improvement plan. The EESAC met after each assessment administration to discuss the data results from the assessments in order to identify areas for improvement and/or maintenance of strategies that were working. In addition to providing critical support with the implementation of the school improvement plan, the EESAC also assisted in identifying methods to increase student achievement.

### *Development of this school improvement plan*

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.

### *Preparation of the school's annual budget and plan*

The SAC is the sole body responsible for determining the use and allocation of the funds to EESAC.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gilbert, Constance	Instructional Media
Bennett, Avis	Teacher, K-12
Glickman, Robert	Teacher, K-12
Gayden, Angela	Teacher, K-12
Butcher, Daisy	Teacher, K-12

### Duties

#### *Describe how the LLT promotes literacy within the school*

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.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

In order to increase student achievement and professional practice, common planning has been implemented which provides a collaborative environment to discuss development/implementation. Additionally, job-embedded professional development has been implemented to include but not limited to professional learning communities, coaching, and mentoring to assist in fostering positive working relationships.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs



**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Dorothy M. Wallace COPE Center ensures its core instructional programs and materials are aligned to Florida's Standards during bi-weekly common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. Teachers use CPALMS and the provided district pacing guides to keep students on track for completing core courses. The school district's department websites enable teachers to retrieve curriculum maps, lesson plans and activities that correlate with state standards. Moreover, teachers are encouraged to place their daily agenda, including the standard and learning outcome on the board. The agenda is useful for both the teacher and students. Teachers utilize state adopted instructional material/textbooks to create lesson plans aligned to Florida Standards. Lesson plans are placed in curriculum binders for administrative and district walk-through/classroom visitations for review. This effort ensures teachers are planning and aligning their instruction with the given Florida Standards.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Dorothy M. Wallace COPE Center uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first few weeks of school, all students participate in data conversations to include areas of strength and areas in need of improvement. The data provided is used to differentiate instruction based on specific needs. After the initial pre-assessment, teachers are expected to track students' growth through formative assessments based on specific standards-based learning targets. Students are discussed on a weekly basis during common planning collaboration meetings. During these meetings, the teachers discuss and analyze current student achievement and behavioral data. Academic and behavioral interventions are planned and implemented based on the needs of the student. Small reading and math groups will address students' needs based on grade level expectations. Instruction will be modified based on student data.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:**

NA

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Supporting a smooth transition to high school requires allowing struggling students to catch up while also ensuring they are challenged and engaged in learning. Incoming students meet with guidance counselors and is provided an orientation with information and support. Additionally, students participate in school wide assemblies for each grade level grade specific guidance support and information.

**College and Career Readiness**

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

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.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

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.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

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.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

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/FSAssessments). 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 informs 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 attendance boundary.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The the school-wide goal for 2014-2015 school year is to increase student achievement by improving core instruction in all content areas.
- G2.** The goal for the 2014-2015 Career-Technical-Education/STEM is to increase the number of industry certification by 25%.
- G3.** The goal for the 2014-2015 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students.
- G4.** The goal for the 2014-2015 school year is to increase Parental Involvement related to school activities.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** The the school-wide goal for 2014-2015 school year is to increase student achievement by improving core instruction in all content areas. 1a

G048453

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	35.0
AMO Math - All Students	46.0
AMO Reading - African American	33.0
AMO Reading - ED	33.0
AMO Math - African American	25.0
AMO Math - ED	46.0
Algebra I EOC Pass Rate	10.0
Geometry EOC Pass Rate	24.0
Bio I EOC Pass	36.0
AMO Reading - Hispanic	39.0

**Resources Available to Support the Goal** 2

- Textbook TE
- Promethean Boards
- District Pacing Guides
- Common Planning
- Peer Coaching

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff have difficulty aligning instruction to learning targets through gradual release with effective pacing
- Time constraints providing corrective feedback and opportunities for revisions
- Student skillset coupled with non-academic/non-curricular responsibilities
- Attendance

**Plan to Monitor Progress Toward G1.** 8

Administration will implement the continuous improvement model and provide feedback.

**Person Responsible**

Annette Burks

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Student work samples, common planning sign-in sheets.

**G2.** The goal for the 2014-2015 Career-Technical-Education/STEM is to increase the number of industry certification by 25%. 1a

G050638

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	50.0

**Resources Available to Support the Goal** 2

- Industry Certified Teachers
- Opportunities to participate in industry associated organizations

**Targeted Barriers to Achieving the Goal** 3

- Attendance

**Plan to Monitor Progress Toward G2.** 8

Assessment data in addition to attendance reports will be monitored to determine the progress toward the goal.

**Person Responsible**

Annette Burks

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

2014-2015 Industry certification exam

**G3.** The goal for the 2014-2015 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students. 1a

G050608

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90% Grade 11	33.0
Attendance Below 90% Grade 12	20.0
Attendance Below 90% Grade 10	21.0

**Resources Available to Support the Goal** 2

- Community Health Incorporated (CHI) - onsite
- School-site Social Worker
- On-site Childcare Services

**Targeted Barriers to Achieving the Goal** 3

- Daily attendance is affected due to health issues related to pregnancy and later their children's illness, absence and tardiness.
- Students change home addresses due to family's economic situation , as well as students in the foster care system, therefore increasing our mobility rate.

**Plan to Monitor Progress Toward G3.** 8

Attendance and truancy reports will be reviewed to monitor for progress towards the goal.

**Person Responsible**

Annette Burks

**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Attendance and Truancy Reports; CHI Clinic enrollment data

**G4.** The goal for the 2014-2015 school year is to increase Parental Involvement related to school activities.

1a

G050625

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	88.0

**Resources Available to Support the Goal** 2

- Parent Resource Center
- Behavioral Incentive Programs
- Parent Portal
- Educational Excellence School Advisory Council

**Targeted Barriers to Achieving the Goal** 3

- Parents are not aware of the positive association between parental involvement and student's academic achievement.

**Plan to Monitor Progress Toward G4.** 8

Surveys, Parent Communication Logs, Sign-in Sheets will be reviewed to monitor the progress towards the goal.

**Person Responsible**

Constance Gilbert

**Schedule**

Monthly, from 9/18/2014 to 5/29/2015

**Evidence of Completion**

Surveys, Parent Communication Logs, Sign-in Sheets

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The the school-wide goal for 2014-2015 school year is to increase student achievement by improving core instruction in all content areas. **1**

 G048453

**G1.B1** Instructional staff have difficulty aligning instruction to learning targets through gradual release with effective pacing **2**

 B125869

**G1.B1.S1** Effective Planning and Instructional Delivery with Language Arts Florida Standards for all learners(ELL and SPED) **4**

 S137768

### Strategy Rationale

Through effective instructional planning and delivery, the requisite rigor will be appropriately planned for in the instruction which will increase student engagement, and prepare students to increase their student achievement.

### Action Step 1 **5**

Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.

#### Person Responsible

Alfreida Joseph-Goins

#### Schedule

Daily, from 10/6/2014 to 6/5/2015

#### Evidence of Completion

Evidence of implementation of action step will be professional development plan, instructional walkthrough documents, student work folder, and sign-in sheets.



## Action Step 2 5

Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets(tied to the standards), essential question(aligned to learning targets), before-during-after instructional activities for both whole-group and small group sessions, home-learning, and daily/weekly framework for bell-to-bell instruction.

### **Person Responsible**

Alfreida Joseph-Goins

### **Schedule**

Daily, from 8/25/2014 to 1/15/2015

### ***Evidence of Completion***

Instructional walkthrough documents, lesson plans, student work folders, sign-in sheets and common planning agendas.

## Action Step 3 5

Develop a procedure for showing evidence of the progression from the daily products to the culminating end products that includes meaningful standards-based feedback and provides opportunities for students to publish their work.

### **Person Responsible**

Annette Burks

### **Schedule**

Weekly, from 8/25/2014 to 1/15/2015

### ***Evidence of Completion***

Evidence of implementation of action steps will be instructional walkthroughs, lesson plans and student work folders.

#### Action Step 4 5

Administration will monitor the implementation of academic writing by conducting walkthroughs (formal and/or informal) observations and provide teacher feedback.

##### **Person Responsible**

Annette Burks

##### **Schedule**

Weekly, from 9/22/2014 to 1/15/2015

##### ***Evidence of Completion***

Evidence of implementation of action step will be instruction walkthrough documents and lesson plans.

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom instruction and delivery will be monitored; Feedback will be provided and adjustments made as necessary.

##### **Person Responsible**

Annette Burks

##### **Schedule**

Biweekly, from 10/6/2014 to 10/6/2014

##### ***Evidence of Completion***

Student Work and common planning sign-in sheets.

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The implementation of the professional development plan in conjunction with instructional walkthroughs will be monitored to ensure implementation with fidelity.

##### **Person Responsible**

Annette Burks

##### **Schedule**

##### ***Evidence of Completion***

Student Work and common planning sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student work sample discussions during collaborative planning meetings will be used for progress monitoring and improving instruction.

**Person Responsible**

Annette Burks

**Schedule**

Monthly, from 9/22/2014 to 1/15/2015

***Evidence of Completion***

Student work.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom instruction and delivery will be monitored and provide feedback and make adjustments as necessary.

**Person Responsible**

Annette Burks

**Schedule**

Monthly, from 9/22/2014 to 1/15/2015

***Evidence of Completion***

Instructional walkthrough documents and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom walkthroughs and evidence of implementation of administrative feedback will be used to monitor the effectiveness of implementation.

**Person Responsible**

Annette Burks


**Schedule**

Biweekly, from 9/22/2014 to 1/15/2015


***Evidence of Completion***

Student published writing projects.

**G1.B2** Time constraints providing corrective feedback and opportunities for revisions **2**

 B125870

**G1.B2.S1** Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets; Collaboration with colleagues for best practices. **4**

 S139065

**Strategy Rationale**

Common planning allows for instructional staff to collaborate and share best practices that can streamline and/or provide strategies for providing corrective feedback and corrective modifications to be beneficial to both instructor and student.

**Action Step 1** **5**

Teachers will attend common planning in order to share best practices and effective strategies for providing corrective feedback.

**Person Responsible**

Alfreida Joseph-Goins

**Schedule**

Daily, from 8/25/2014 to 4/30/2015

**Evidence of Completion**

Common Planning Agendas and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Student work folders will be monitored for implementation of strategies that streamline corrective feedback.

**Person Responsible**

Annette Burks

**Schedule**

Weekly, from 8/25/2014 to 4/30/2015

**Evidence of Completion**

Student Work

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administrative Team will monitor student work for corrective feedback.

**Person Responsible**

Annette Burks


**Schedule**

Biweekly, from 8/25/2014 to 4/30/2015

**Evidence of Completion**

Student work

**G1.B3 Student skillset coupled with non-academic/non-curricular responsibilities** 2

 B125873

**G1.B3.S1** Students will be provided with additional support that provides them with skills and information necessary to meet academic demands in addition to coping with daily parenting issues. 4

 S139067

**Strategy Rationale**

Students lack the requisite skills to cope with their academic schedules and responsibilities and balance parenting responsibilities.

**Action Step 1** 5

Parenting debriefings will occur daily to anticipate the necessity of additional interventions.

**Person Responsible**

Kimberly Wilson

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Childcare professional debriefings.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Childcare Specialist will monitor implementation of the debriefings through childcare professional parenting debriefings.

**Person Responsible**

Kimberly Wilson

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Childcare services referrals

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Childcare Specialist will monitor implementation of the debriefings through childcare professional parenting debriefings.

**Person Responsible**

Kimberly Wilson

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Childcare services referrals

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Academic progress will be monitored by student services team in coordination with general education staff on a weekly basis to determine additional support services.

**Person Responsible**

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Interim Progress Reports, Attendance Reports, Truancy reports.

**G1.B4 Attendance** 2

B125874

**G1.B4.S1 Student conferences will be held after 3 absences with the student services team.** 4

S139068

**Strategy Rationale**

Student conferences occurring early, before attendance becomes chronic will assist the student in being successful with their academic program.

**Action Step 1** 5

Attendance review committee/student services will conduct weekly attendance reviews.

**Person Responsible**

Tarika Quinn

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Truancy reports.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Administrative Team will monitor daily attendance and truancy reports.

**Person Responsible**

Annette Burks

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Daily Attendance Reports, Attendance Rosters, Truancy Reports, Attendance bulletins.

## Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.

### Person Responsible

Tarika Quinn

### Schedule

Biweekly, from 9/2/2014 to 5/29/2015

### Evidence of Completion

Attendance Rosters, Truancy Reports, Daily attendance Reports.

**G2.** The goal for the 2014-2015 Career-Technical-Education/STEM is to increase the number of industry certification by 25%. 1

G050638

## G2.B1 Attendance 2

B127070

**G2.B1.S1** Career-Technical Education instructors will monitor attendance and confer with attendance committee/students services to follow up on students with excessive absences. 4

S139093

### Strategy Rationale

Industry certifications require specific skills to be mastered; non-attendance impedes the acquisition and progress of mastering required skills.

## Action Step 1 5

Students taking industry certification exams will be required to log practical hours that will assist them in determining if they are on track to pass the industry certification exam.

### Person Responsible

Karla Revere

### Schedule

Monthly, from 9/2/2014 to 5/29/2015

### Evidence of Completion

Attendance Rosters, Periodic mini-assessments



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Weekly Department/Team meetings with instructors to determine the progress of students preparing for industry certification exams.

**Person Responsible**

Karla Revere

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Attendance Rosters, Assessment data, Applications to take industry certification exams.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administrative Team will monitor classroom instruction/preparation for industry certification exams.

**Person Responsible**

Annette Burks

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Assessment data and Attendance Reports

**G3.** The goal for the 2014-2015 school year for the Early Warning Sign Indicators (EWS) is to increase overall school attendance and to reduce the number of truant students. 1

G050608

**G3.B1** Daily attendance is affected due to health issues related to pregnancy and later their children's illness, absence and tardiness. 2

B126746

**G3.B1.S1** Encourage the use of the onsite clinic for student and their child. 4

S138706

### Strategy Rationale

If student uses the on-site clinic, the student can come to school and receive necessary medical services without missing the entire school day.

### Action Step 1 5

During enrollment the parent/guardian will be made aware of the on-site medical services provided to assist with the student having good attendance.

#### Person Responsible

Annette Burks

#### Schedule

Biweekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Bi-Weekly attendance reviews.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attendance review committee will conduct weekly attendance reviews.

#### Person Responsible

Tarika Quinn

#### Schedule

Weekly, from 8/25/2014 to 6/4/2015

#### Evidence of Completion

Daily Attendance

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.

**Person Responsible**

Tarika Quinn


**Schedule**

Biweekly, from 8/25/2014 to 6/5/2015


**Evidence of Completion**

Daily Attendance Reports; Attendance Rosters; Truancy Reports.

**G3.B2** Students change home addresses due to family's economic situation , as well as students in the foster care system, therefore increasing our mobility rate. 2

 B126750

**G3.B2.S1** Personalize relationships between students and school personnel by asking all school employees to mentor a group of students. 4

 S139070

**Strategy Rationale**

When faculty and staff have a shared collective responsibility to the student stakeholders, relationships are developed that minimize negative impact to the student's academic program.

**Action Step 1 5**

Attendance Review committee/Student Services will conduct weekly attendance reviews.

**Person Responsible**

Tarika Quinn

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Daily attendance rosters, attendance reports, and truancy reports.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administrative Team will monitor student's attendance and academic progress.

**Person Responsible**

Annette Burks

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Interim Progress Reports, Attendance Reports, Daily Attendance rosters, Truancy Reports.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.

**Person Responsible**

Tarika Quinn

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Attendance Rosters, Truancy meeting Reports, Social Worker home visit logs.

**G4.** The goal for the 2014-2015 school year is to increase Parental Involvement related to school activities. 1

G050625

**G4.B1** Parents are not aware of the positive association between parental involvement and student's academic achievement. 2

B126802

**G4.B1.S1** Provide additional opportunities for parents to attend school-wide activities in addition to academic conferences. 4

S138753

### Strategy Rationale

Due to our unique population, if additional opportunities are provided that involve the grandparent and parent, the student's parent is more likely to become involved in all aspects of the student's overall academic program.

### Action Step 1 5

Administration, faculty and staff will develop home-school partnerships.

#### Person Responsible

Annette Burks

#### Schedule

Monthly, from 9/18/2014 to 6/4/2015

#### Evidence of Completion

Sign-in sheets/logs

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative team will review sign in sheets/logs to determine the number of parents attending.

#### Person Responsible

Constance Gilbert

#### Schedule

Monthly, from 9/18/2014 to 5/29/2015

#### Evidence of Completion

Sign-In Sheets/Logs; Surveys

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Survey parents after attending school activities and/or conferences to obtain and/or maintain goals for parent participation.

**Person Responsible**

Constance Gilbert

**Schedule**

Monthly, from 9/18/2014 to 5/29/2015

**Evidence of Completion**

Parent Communication Logs/Sign-in Sheets/EESAC Agendas/Minutes

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.	Joseph-Goins, Alfreida	10/6/2014	Evidence of implementation of action step will be professional development plan, instructional walkthrough documents, student work folder, and sign-in sheets.	6/5/2015 daily
G3.B1.S1.A1	During enrollment the parent/guardian will be made aware of the on-site medical services provided to assist with the student having good attendance.	Burks, Annette	8/18/2014	Bi-Weekly attendance reviews.	6/5/2015 biweekly
G4.B1.S1.A1	Administration, faculty and staff will develop home-school partnerships.	Burks, Annette	9/18/2014	Sign-in sheets/logs	6/4/2015 monthly
G1.B2.S1.A1	Teachers will attend common planning in order to share best practices and effective strategies for providing corrective feedback.	Joseph-Goins, Alfreida	8/25/2014	Common Planning Agendas and sign-in sheets	4/30/2015 daily
G1.B3.S1.A1	Parenting debriefings will occur daily to anticipate the necessity of additional interventions.	Wilson, Kimberly	8/18/2014	Childcare professional debriefings.	6/4/2015 daily
G1.B4.S1.A1	Attendance review committee/student services will conduct weekly attendance reviews.	Quinn, Tarika	9/2/2014	Truancy reports.	5/29/2015 biweekly
G3.B2.S1.A1	Attendance Review committee/Student Services will conduct weekly attendance reviews.	Quinn, Tarika	9/2/2014	Daily attendance rosters, attendance reports, and truancy reports.	5/29/2015 biweekly
G2.B1.S1.A1	Students taking industry certification exams will be required to log practical hours that will assist them in determining if they are on track to pass the industry certification exam.	Revere, Karla	9/2/2014	Attendance Rosters, Periodic mini-assessments	5/29/2015 monthly
G1.B1.S1.A2	Utilize common planning to establish a consistent instructional routine to ensure alignment to the learning targets(tied to the standards), essential	Joseph-Goins, Alfreida	8/25/2014	Instructional walkthrough documents, lesson plans, student work folders, sign-in sheets and common planning agendas.	1/15/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	question(aligned to learning targets), before-during-after instructional activities for both whole-group and small group sessions, home-learning, and daily/weekly framework for bell-to-bell instruction.				
G1.B1.S1.A3	Develop a procedure for showing evidence of the progression from the daily products to the culminating end products that includes meaningful standards-based feedback and provides opportunities for students to publish their work.	Burks, Annette	8/25/2014	Evidence of implementation of action steps will be instructional walkthroughs, lesson plans and student work folders.	1/15/2015 weekly
G1.B1.S1.A4	Administration will monitor the implementation of academic writing by conducting walkthroughs (formal and/or informal) observations and provide teacher feedback.	Burks, Annette	9/22/2014	Evidence of implementation of action step will be instruction walkthrough documents and lesson plans.	1/15/2015 weekly
G1.MA1	Administration will implement the continuous improvement model and provide feedback.	Burks, Annette	8/25/2014	Student work samples, common planning sign-in sheets.	6/4/2015 weekly
G1.B1.S1.MA1	Classroom walkthroughs and evidence of implementation of administrative feedback will be used to monitor the effectiveness of implementation.	Burks, Annette	9/22/2014	Student published writing projects.	1/15/2015 biweekly
G1.B1.S1.MA1	Classroom instruction and delivery will be monitored; Feedback will be provided and adjustments made as necessary.	Burks, Annette	10/6/2014	Student Work and common planning sign-in sheets.	10/6/2014 biweekly
G1.B1.S1.MA3	The implementation of the professional development plan in conjunction with instructional walkthroughs will be monitored to ensure implementation with fidelity.	Burks, Annette	10/6/2014	Student Work and common planning sign-in sheets.	one-time
G1.B1.S1.MA4	Student work sample discussions during collaborative planning meetings will be used for progress monitoring and improving instruction.	Burks, Annette	9/22/2014	Student work.	1/15/2015 monthly
G1.B1.S1.MA5	Classroom instruction and delivery will be monitored and provide feedback and make adjustments as necessary.	Burks, Annette	9/22/2014	Instructional walkthrough documents and lesson plans.	1/15/2015 monthly
G1.B2.S1.MA1	Administrative Team will monitor student work for corrective feedback.	Burks, Annette	8/25/2014	Student work	4/30/2015 biweekly
G1.B2.S1.MA1	Student work folders will be monitored for implementation of strategies that streamline corrective feedback.	Burks, Annette	8/25/2014	Student Work	4/30/2015 weekly
G1.B3.S1.MA1	Academic progress will be monitored by student services team in coordination with general education staff on a weekly basis to determine additional support services.		8/25/2014	Interim Progress Reports, Attendance Reports, Truancy reports.	6/4/2015 weekly
G1.B3.S1.MA1	Childcare Specialist will monitor implementation of the debriefings through childcare professional parenting debriefings.	Wilson, Kimberly	8/18/2014	Childcare services referrals	6/4/2015 daily
G1.B3.S1.MA1	Childcare Specialist will monitor implementation of the debriefings through childcare professional parenting debriefings.	Wilson, Kimberly	8/18/2014	Childcare services referrals	6/4/2015 daily
G1.B4.S1.MA1	Follow up on interventions in place related to assistance from outside	Quinn, Tarika	9/2/2014	Attendance Rosters, Truancy Reports, Daily attendance Reports.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	agencies to facilitate minimal interruptions to daily attendance.				
G1.B4.S1.MA1	Administrative Team will monitor daily attendance and truancy reports.	Burks, Annette	9/2/2014	Daily Attendance Reports, Attendance Rosters, Truancy Reports, Attendance bulletins.	5/29/2015 biweekly
G2.MA1	Assessment data in addition to attendance reports will be monitored to determine the progress toward the goal.	Burks, Annette	9/2/2014	2014-2015 Industry certification exam	5/29/2015 monthly
G2.B1.S1.MA1	Administrative Team will monitor classroom instruction/preparation for industry certification exams.	Burks, Annette	9/2/2014	Assessment data and Attendance Reports	5/29/2015 monthly
G2.B1.S1.MA1	Weekly Department/Team meetings with instructors to determine the progress of students preparing for industry certification exams.	Revere, Karla	9/2/2014	Attendance Rosters, Assessment data, Applications to take industry certification exams.	5/29/2015 weekly
G3.MA1	Attendance and truancy reports will be reviewed to monitor for progress towards the goal.	Burks, Annette	8/25/2014	Attendance and Truancy Reports; CHI Clinic enrollment data	6/4/2015 biweekly
G3.B1.S1.MA1	Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.	Quinn, Tarika	8/25/2014	Daily Attendance Reports; Attendance Rosters; Truancy Reports.	6/5/2015 biweekly
G3.B1.S1.MA1	Attendance review committee will conduct weekly attendance reviews.	Quinn, Tarika	8/25/2014	Daily Attendance	6/4/2015 weekly
G3.B2.S1.MA1	Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance.	Quinn, Tarika	9/2/2014	Attendance Rosters, Truancy meeting Reports, Social Worker home visit logs.	5/29/2015 monthly
G3.B2.S1.MA1	Administrative Team will monitor student's attendance and academic progress.	Burks, Annette	9/2/2014	Interim Progress Reports, Attendance Reports, Daily Attendance rosters, Truancy Reports.	5/29/2015 biweekly
G4.MA1	Surveys, Parent Communication Logs, Sign-in Sheets will be reviewed to monitor the progress towards the goal.	Gilbert, Constance	9/18/2014	Surveys, Parent Communication Logs, Sign-in Sheets	5/29/2015 monthly
G4.B1.S1.MA1	Survey parents after attending school activities and/or conferences to obtain and/or maintain goals for parent participation.	Gilbert, Constance	9/18/2014	Parent Communication Logs/Sign-in Sheets/EESAC Agendas/Minutes	5/29/2015 monthly
G4.B1.S1.MA1	Administrative team will review sign in sheets/logs to determine the number of parents attending.	Gilbert, Constance	9/18/2014	Sign-In Sheets/Logs; Surveys	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** The the school-wide goal for 2014-2015 school year is to increase student achievement by improving core instruction in all content areas.

**G1.B1** Instructional staff have difficulty aligning instruction to learning targets through gradual release with effective pacing

**G1.B1.S1** Effective Planning and Instructional Delivery with Language Arts Florida Standards for all learners(ELL and SPED)

### **PD Opportunity 1**

Design a professional development plan and execute through various venues such a common planning, observation classrooms and debriefs, lesson studies, and curriculum coaching to ensure fidelity and alignment in standards- based instruction for all learners.

#### **Facilitator**

Alfreida Joseph-Goins

#### **Participants**

Instructional/Non-instructional Support Staff

#### **Schedule**

Daily, from 10/6/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0