Cope Center North

2014-15 School Improvement Plan

Cope Center North

9950 NW 19TH AVE, Miami, FL 33147

http://copecenternorth.dadeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
High	Yes	97%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	99%

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement:
In conjunction with the faculty, staff, parents, and community partners, our mission is to prepare infants and toddlers for school readiness through the use of creative design and to develop the academic potential of teen parents to reach their educational goals and become life-long learners through collaboration and the creation of student career pathways.

Provide the school's vision statement

Vision Statement:
Given the leadership of the school and commitment by all staff members to make students succeed, COPE Center North will provide a culture for learning for middle and high school teen parents as well as a nurturing environment for infants and toddlers, aged four weeks to four years old, that is motivational, promotes social, emotional and personal growth and has the academic rigor to propel students to become productive citizens.

School Environment

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

Mentoring Program - There is a focus on personalizing the learning environment through the development of a student mentoring and leadership program so that all students can experience a positive relationship with at least one significant adult or peer who will be available to guide and support them through both social and academic endeavors.

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

The primary purpose of COPE Center North is to provide a nurturing environment for both the teenage mothers and their children and the Nurturing Center, accredited by The National Association for the Education of Young Children (NAEYC) Commission, provides early childhood education and daycare for four week old babies up to four year old children. The teen mothers know that their children are getting high quality, personalized care; hence, they feel safe leaving their children in our care so that they can focus on their education.

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-wide behavioral system has been developed to maximize the participation of student leaders and to ensure that the "student voice" is acknowledged. The student leadership team meets weekly to make recommendations to the administration and takes part in the presentation of assemblies to discuss and monitor student behavior. In addition, this team has been instrumental in creating the school's discipline plan by developing the criteria/protocols for uniforms and activities. Clear behavioral expectations have been developed jointly by students and staff and behavioral

probation and staff/peer mentoring are the primary source of action in response to disciplinary referrals.

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

The social-emotional needs of teen mothers are unique due to the multiplicity of issues that accompany un-planned pregnancies. Therefore, in order to increase students' success, over 15 community-based organizations/outside agencies provide additional services to enhance their educational and social-emotional experiences of both the mothers and their children. These agencies provide pre-natal, during delivery, and postpartum services as well as on going classes on age appropriate strategies for caring and educating their children, such as identifying developmental stages and benchmarks as well as age appropriate learning games.

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

1. Identified as ESE or ELL.
2. Retention rate
3. GPA less than 2.0
4. Failed 2 or more course in any subject
5. Scored Level 1 on statewide assessment - reading/math
6. Course failure in ELA or Math
7. One or more suspensions
8. Attendance below 90%

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
	7	8	9	10	11	12	
Attendance below 90 percent	5	8	18	23	21	11	86
One or more suspensions	0	0	0	1	1	1	3
Course failure in ELA or Math	5	2	14	11	7	4	43
Level 1 on statewide assessment	5	11	24	22	1	0	63
Retention	2	1	1	2	2	1	9
GPA less than 2.0	0	0	11	14	8	5	38
Failed 2 or more course in any subj.	3	4	7	6	2	6	28

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	2	8	17	24	16	67

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

Intervention strategies include:
1. Enrollment in intensive reading classes and classes with remedial strategies for mathematics.
2. Consultation services for all ESE students and tutorial sessions.
3. Mentoring group for ELL students with counselor who speaks their language.
4. Utilization of Reading Plus to increase reading fluency and comprehension.

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

COPE CENTER NORTH IS A TITLE I SCHOOL

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

N/A

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
Del Terzo, Colleen	Principal
Frierson, Jalila	Teacher, K-12
Vigo, Teresa	Teacher, K-12
Rodriguez, Judy	Teacher, Career/Technical
Rodriguez, Teresa	Teacher, ESE
Vinent, Angelina	Teacher, K-12
Braynon, Gia	Guidance Counselor

Duties

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

Dr. Colleen Del Terzo - Principal
Ms. Gia Braynon - Counselor
Ms. Jalila Frierson - Social Studies Leader
Ms. Teresa Rodriguez - Reading/ESE Leader
Ms. Teresa Vigo - Language Arts Leader
Ms. Judy Rodriguez - CTE/Academy Leader
Ms. Angelina Vinent- ESOL Leader

Principal: Duties include but are not limited to the following: ensure school's vision is emulated throughout the learning facility; utilize data-driven decision in establishing curricular needs; ensure professional development supports instructional rigor across the curriculum ; consistently communicate with students and parents in reference to students' progression; provide workshops and support to ensure the implementation of the Florida Standards.

Curriculum Leaders: Duties include but are not limited to the following: nurture professional learning communities; model best practices that support rigor; share relevant student data; guide successful implementation of district and school-wide initiatives; support teachers in providing differentiated instruction; design and deliver professional development.

Counselor: Duties include but are not limited to the following: provide individual student counseling and referral to appropriate agencies to address student issues; support the students' academic, emotional, behavioral, and social development.

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

The school's MTSS will ensure that individual students progress in both behavioral and academic areas and support the effectiveness of core instruction. Student mastery of the Florida Standards will be assessed by district interims and monitored by the RtI team using the RtI problem solving process. Students will be assigned to the appropriate tier to receive intervention and/or enrichment opportunities. At the end of the year, the interim assessment trend data and all summative assessments (FSA/EOC) will be used to examine the academic areas and grades for support focus in an effort to increase student proficiency.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families by the school's social worker who 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 the school's social worker, 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.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

1. training to certify qualified mentors for the New Teacher (MINT) Program

2. training for add-on endorsement programs, such as Reading, Gifted, ESOL

3. 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

1. professional development on best practices for ESOL and content area teachers

2 coaching and mentoring for ESOL and content area teachers(K-12)

3. reading and supplementary instructional materials(K-12)

Title X- Homeless

1. 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.

2. The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Education 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.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2. Nutrition education, as per state statute, is taught through physical education.

3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Colleen Del Terzo	Principal
Vincent Davis	Teacher
Mary Barnes	Teacher
Christine Samuels	Teacher
Judy Rodriguez	Teacher
Jalila Frierson Chairperson	Teacher
Angelina Vinent	Teacher
Harriett McNair	Education Support Employee
Demetrea McHayle	Education Support Employee
Gina Trice	Parent
Bernadette Simons	Parent
Ruth Pierre	Parent
Iva Arbolaes	Parent
Stephanie Timmons	Parent
Samari Iglesias	Student
Felicia Hunter	Student
Tereka Reeves	Student
Minnie Mickens	Business/Community
Dollie Donaldson	Business/Community
Tonya Thomas	Business/Community
Hermite Toussaint	Business/Community
Camille Jones	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 EESAC evaluated the 2013-2014 SIP throughout the year during regular meetings during which Mid-Year and End-of-Year data was reviewed.

Development of this school improvement plan

The EESAC has been informed of all departmental action plans, and will review the final SIP document for approval when complete and submitted for approval during a regularly scheduled meeting.

Preparation of the school's annual budget and plan

The EESAC has been kept informed of all educational initiatives relevant to the annual budget and plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The EESAC funds will be utilized to support the overall school program by providing student incentives such as achievement recognition certificates, assemblies, and school wide attendance and behavior recognition programs.
$1094.09

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
Del Terzo, Colleen	Principal
Turk, Susan	Instructional Media
Vigo, Teresa	Teacher, K-12
Rodriguez, Teresa	Teacher, ESE
Rodriguez, Judy	Teacher, Career/Technical
Frierson, Jalila	Teacher, K-12
Vinent, Angelina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A major initiative of the LLT will be the implementation of learning strategies across the curriculum that support the transition to the new Florida Standards and the new AIR format for reading and writing assessments. These include, but are not limited to: Thinking Maps, text annotation and highlighting, comparative readings; domain specific vocabulary development including etymology; texts written at a higher level of complexity; text-based writing exercises, and data-based questioning (DBQ). Additionally, teachers will attend professional development that supports a working knowledge of the Florida Standards, and the integration of instructional technology in the classroom.

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

Common-planning time was incorporated into the master schedule to facilitate professional learning community (PLC) teams for mathematics, science, language arts/reading, and CTE teachers. The PLC provides time for teachers to collaborate on and plan for professional development, share best practices in their content areas, and develop interdisciplinary research projects. Additionally, the newly formed Middle School Consortium will allow core middle school teachers to communicate directly with one another concerning those middle school students who may be in need of academic intervention or positive behavioral support.

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

Recruitment Strategies:
Utilization of District's TeacherMatch system and interviewing selected surplus candidates; contacting District supervisors of specific content areas for recommendations, contacting the principal network for recommendations, and contacting selected individuals in the school community.
Retention Strategies:
1. Principal collaborates with teachers during professional learning communities.
2. On-going professional development and sharing of best practices.
3. Development of a leadership pathway for teachers to become involved in the school improvement process.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers work together in their content area professional learning communities. Course-alike teachers collaborate during common planning time and teachers are also supported by a literacy coach who demonstrates best practices regarding learning strategies for accessing complex text in each content area.

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

The Leadership Team ensures that the school's core instructional programs and materials are aligned to Florida Standards by working closely with the District to build both material and instructional capacity. New state adopted materials have been put in place and professional development for sound implementation has been completed by affected teachers. Additionally, through a series of scaffolded workshops, teachers have been trained in the test item specifications published for the new Florida Standards for reading, math, and writing, and have been exposed to all of the new testing formats.

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

A range of data is reviewed by teachers to assist in meeting the needs of students and providing differentiation: Results of summative tests such as the FCAT 2.0 and EOC tests, formative data such as that provided through FAIR assessments and Reading Plus reports, and data provided by the early warning system. Additional data includes but is not limited to teacher made tests, student work samples, and writing rubrics. Instruction can be modified where needed through adjustments in delivery (listening to spoken text while reading grade level text, instead of reading independently without audio support) or supplements in content (assigning challenging projects or reading passages at a higher level of complexity). Computer Assisted Instruction utilizing web-based software: such as Gizmos, iReady, Reflex Math.

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: Summer Program

Minutes added to school year:

Students who fail core courses during the school year are provided the opportunity to attend summer school at the designated summer school for their respective home schools.

Strategy Rationale

Students who attend summer school and pass the required course during the summer will ensure that they stay on course with their cohort graduation group

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Braynon, Gia, braynong@dadeschools.net

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

At the end of the summer, the pass/fail data for all the students who attended summer school will be assessed to ascertain who will be moved to the next grade level.

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

COPE Center North has an eight-period day that allows the students to take not only required courses, but also credit recovery, virtual school, and intensive math/reading courses to ensure their transition to the next grade/school level. In addition, COPE has developed a student leadership team that participates in the EESAC and in the general governance of the school. There are weekly student leadership meetings and students give suggestions and solutions regarding how to engage students in school activities. Student leaders also act as peer mentors and there are representatives from all grade levels from both the middle and senior high school. With the unique perspective of being teenage-mothers, they have developed a strong, supportive bond and "each on takes one." This social-emotional bond within the sisterhood has enhanced the academic focus of the students and hence, the transition from one school level to another.

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

COPE Center North utilizes several strategies to improve student readiness for the post-secondary level such as: financial aid workshops, tutorials for college entrance (ACT, SAT, PERT) exams, college tours, career evaluations and money matters workshops. The school will also provide opportunities for students to attend college fairs. Additionally, the partnership with Miami Dade College will continue and students will be mentored by a college recruiter who visits on a regular schedule to provide students with assistance in their completion of college applications and helping them apply for scholarships and other financial aide. There are quarterly visits to various departments within the MDC campuses to expose students to the array of career opportunities that are available.

These strategies will improve the academic achievement of graduates, but it will not be reflected in the High School Feedback Report since the students do not graduate from COPE but from their home schools.

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

Career and technical educational courses are offered in the following four major areas of interests:
1. Fashion Design: Certificate of Completion
2. Health: Industry Certifications - Nursing Assistant, Electrocardiograph Assistant, and Medical Administrative Assistant
3. Business/Technology: Industry Certifications - Microsoft Office User
4. Culinary Arts: Industry Certification: Serv Safe
When students are registered, they are asked to choose one of the majors that are offered. Students are then enrolled in courses in their major area of interest in addition to ensuring that they meet all other mandated high school requirements

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

COPE offers a course in Anatomy and Physiology that can be used for a required high school science credit and also as the prerequisite course for the Nursing Academy.

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

There is no applicable data for COPE Center North because as an alternative center, all graduating seniors are withdrawn and returned to their home-senior high school to graduate and receive their diploma.

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.   To increase student achievement by improving core instruction in all content areas.

G2.   To use early warning systems to identify at-risk students in order to provide support and interventions to increase student achievement.

G3.   To increase STEM/CTE related programs in order to increase graduation rates through relevant engagement in career related fields.

G4.   Parent Involvement: See Title I PIP

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. To increase student achievement by improving core instruction in all content areas. 1a

Targets Supported 1b

G048623

Indicator	Annual Target
AMO Reading - All Students	37.0
AMO Reading - African American	39.0
AMO Reading - ED	37.0
ELA/Reading Gains	57.0
AMO Math - African American	60.0
AMO Math - ED	55.0
Algebra I EOC Pass Rate	29.0
Geometry EOC Pass Rate	24.0
Bio I EOC Pass	20.0

Resources Available to Support the Goal 2

- Professional Development
- Certified Thinking Maps Trainers
- FAIR Scores
- CELLA Scores
- District Pacing Guides
- Florida Standards Item Specifications & Writing Rubrics
- Collaborative Teams - PLCs
- Promethean Boards
- Thinking Maps
- Reading Plus
- FCAT 2.0 Data
- Web-based Programs: Discovery Education, Gizmos, Reflex Math, iReady
- EOC Data

Targeted Barriers to Achieving the Goal 3

- Limited experience with implementation of Florida Standards Assessment (FSA) as reflected in effective planning and instructional strategies.

Plan to Monitor Progress Toward G1. 8

Fall and Winter interim assessments, FCAT 2.0 Science, and FSA/EOC data will be used to evaluate student achievement.

Person Responsible

Colleen Del Terzo

Schedule

Quarterly, from 9/9/2014 to 11/26/2014

Evidence of Completion

The assessment scores (Interims, FAIR, EOC, FAS) will be used to determine if progress is being made toward selected targets.

G2. To use early warning systems to identify at-risk students in order to provide support and interventions to increase student achievement. [1a]

Targets Supported [1b]

G050021

Indicator	Annual Target
Attendance rate	90.0
Attendance Below 90%	55.0
2+ Behavior Referrals	55.0
Students exhibiting two or more EWS indicators (Total)	55.0
Level 1 - All Grades	50.0

Resources Available to Support the Goal [2]

- Social Worker

- School Counselors

- At-Risk Profile Report

- Student Leadership Team

- Instructional Teachers

- Nurturing Center Teachers

- Parents

- Mentors/Case Workers with Outside Agencies

Targeted Barriers to Achieving the Goal [3]

- Students are absent due to medical issues with their infants, pregnancy, and self, family issues such as housing, postpartum depression, and stressful interpersonal relationships with the father of their child and/or rejection by their parents.

Plan to Monitor Progress Toward G2. [8]

The daily attendance rate will be monitored to ensure that the percentage of attendance is at least above 85% and that all students with 3 or more unexcused absences have provided academic advisement in order to improve academic performance.

Person Responsible
Gia Braynon

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

Evidence of Completion
Daily attendance rate and academic grades will increase.

G3. To increase STEM/CTE related programs in order to increase graduation rates through relevant engagement in career related fields. 1a

🔑 G050053

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Certified teachers for career academies
- Nursing Academy
- Fashion Academy
- Culinary Academy
- Business/Technology Academy
- Eighth Period Day
- Recycling Program
- South Florida Regional Science & Engineering Fair
- SECME Competitions
- Maritime And Science Technology (MAST) Academy - LandSHARC
- MAST Academy's Weather On Wheels (WOW)

Targeted Barriers to Achieving the Goal 3

- There are a limited number of students enrolled in the CTE Allied Health Program and few are electing to take the industry certification examinations at the end of the program.

Plan to Monitor Progress Toward G3. 8

Students will complete a survey to ascertain there level of engagement in the academies and the impact on school attendance.

Person Responsible
Teresa Vigo

Schedule
Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion
Survey Monkey will be used to create an interest inventory survey for the third quarter.

G4. Parent Involvement: See Title I PIP 1a

🔑 G050058

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G048623

G1.B1 Limited experience with implementation of Florida Standards Assessment (FSA) as reflected in effective planning and instructional strategies. `2`

🔑 B121304

G1.B1.S1 Effective Planning and Instructional Delivery in Language Arts/Reading, Mathematics, Science, and Social Studies. `4`

🔑 S137079

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 `5`

Creation and implementation of a professional development action plan that provides ongoing sessions to unpack the Florida Standards, to utilize formative assessment data and to use this data to drive instruction.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/14/2014 to 11/26/2014

Evidence of Completion

Follow up assignments and attendance sheets

Action Step 2 `5`

Utilization of Thinking Maps (eight visual tools) to enhance critical thinking associated with the cognitive thinking processes required by Florida Standards.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans and classroom walkthroughs

Action Step 3 `5`

Implementation and integration of Promethean Boards into the daily instructional routines.

Person Responsible

Colleen Del Terzo

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, follow up meetings, and peer collaboration

Action Step 4 `5`

Utilization of common planning PLCs to develop actions in common to support/mentor teachers in the implementation of Florida Standards, Thinking Maps, and Gradual Release and to conduct data chats to facilitate using data to inform instruction.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 8/14/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, follow up meetings, and peer collaboration

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

Lesson plans, classroom walk throughs, student folders.

Person Responsible

Colleen Del Terzo

Schedule

Biweekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Teachers will demonstrate improved planning and instructional delivery strategies.

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

Review of student folders and data from formative assessments

Person Responsible

Colleen Del Terzo

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Student achievement will increase in ELA and writing benchmark through the use of Thinking Maps.

G2. To use early warning systems to identify at-risk students in order to provide support and interventions to increase student achievement. 1

🔍 G050021

G2.B3 Students are absent due to medical issues with their infants, pregnancy, and self, family issues such as housing, postpartum depression, and stressful interpersonal relationships with the father of their child and/or rejection by their parents. 2

🔍 B125213

G2.B3.S1 Utilize Truancy Intervention Report to monitor services render to all students with 3 or more unexcused absences. 4

🔍 S137121

Strategy Rationale

Immediate intervention after unexcused absences will ensure that the students receive the appropriate assistance to mitigate the issue or remediate the circumstances of the absence.

Action Step 1 5

Monitor the daily attendance of all students.

Person Responsible

Gia Braynon

Schedule

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

Evidence of Completion

The monthly Student Truancy Intervention Report will be used to track the timeliness of services provided to students with unexcused absences.

Action Step 2 5

Counsel with students who have unexcused absences.

Person Responsible

Gia Braynon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student services sign in sheets and student services interventions recorded in ISIS.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Student attendance rate will be monitored on a daily basis and weekly student services meetings will be held to discuss high profile cases.

Person Responsible

Gia Braynon

Schedule

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

Evidence of Completion

Daily attendance bulletin and monthly Truancy Intervention Report

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The daily attendance rate will be monitored to gauge the effectiveness of support services to truant students.

Person Responsible

Gia Braynon

Schedule

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

Evidence of Completion

Daily attendance bulletin, monthly Truancy Intervention Report, and report on referral frequency.

G2.B3.S2 Create a mentorship program within which students experience a positive relationship with at least one significant adult who will be available to guide and support them through social and academic endeavors. 4

S137122

Strategy Rationale

Students who are connected to a significant person in their school environment will be less likely to drop out of school since they have a daily support system to rely on to assist with issues that they may be encountering at home or school.

Action Step 1 5

Create a mentorship plan that assigns staff to bond with selected groups of students based on academic or social emotional needs.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Referral rate

Action Step 2 5

Plan quarterly grade level "Heart-to Heart" sessions to allow students to bond and share experiences with pregnancy issues.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Group intervention sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Mentors will log collaborative sessions with students.

Person Responsible

Gia Braynon

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance logs, referrals.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Quarterly review of referral rates for students

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Tracking of reduction in the number of referrals for students

G2.B3.S3 Provide incentive programs for improved attendance, behavior, and academic achievement.
4

S137195

Strategy Rationale

Students will be provided with tangible awards/rewards to increase their motivation of be successful in school.

Action Step 1 5

Recognize students for making the honor roll for academics, perfect attendance, and citizenship through the following: achievement certificates presented at honor roll assemblies, trophies for the end of the year awards.

Person Responsible

Colleen Del Terzo

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agenda and sign in sheets for awards assemblies.

Action Step 2 5

Provide student of the month recognition certificates and field days/trips and other activities.

Person Responsible

Gia Braynon

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agenda, sign-in sheets, and field trip rosters.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

A review of the reward criteria and that students are receiving the awards as prescribed.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

List of students receiving awards.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Daily academic grades and final quarter grades will be the measure of effectiveness.

Person Responsible

Gia Braynon

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student grades will show a reduction in the number of failing grades for all courses across the curriculum.

G3. To increase STEM/CTE related programs in order to increase graduation rates through relevant engagement in career related fields. [1]

🔍 G050053

G3.B3 There are a limited number of students enrolled in the CTE Allied Health Program and few are electing to take the industry certification examinations at the end of the program. [2]

🔍 B125323

G3.B3.S2 Increase the number of career academies and industry certifications so that students can graduate with viable job skills and credentials. [4]

🔍 S137222

Strategy Rationale

Students who pass industry certification examinations are qualified for the respective job fields and can be gainfully employed immediately after high school.

Action Step 1 [5]

Students in science classes will research the impact of recycling on the planet and develop a recycling campaign to educate the entire school regarding the advantages of recycling and how to recycle.

Person Responsible

Colleen Del Terzo

Schedule

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

Evidence of Completion

Students will collect the recycled materials from classrooms and offices biweekly.

Action Step 2 [5]

Create academies for culinary arts and fashion to provide students with additional choices for career focus and industry certification.

Person Responsible

Judy Rodriguez

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student enrollment and applications for Serv Safe Certification

Action Step 3 `5`

Create a technology/business academy to provide students with additional choices for career focus and industry certification.

Person Responsible

Judy Rodriguez

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student enrollment and applications for Microsoft Office Certification

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Student services department will work closely with the CTE teachers to guide and advise students on academy choices during the registration process

Person Responsible

Gia Braynon

Schedule

Weekly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Class counts for academy classes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Students' attendance rates in the academies will be monitored as a measure of effectiveness due to engagement in a relevant career field.

Person Responsible

Gia Braynon

Schedule

Quarterly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Each quarter, the daily attendance of students in each academy will be tracked and compared to their attendance rate the previous year.

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	Creation and implementation of a professional development action plan that provides ongoing sessions to unpack the Florida Standards, to utilize formative assessment data and to use this data to drive instruction.	Del Terzo, Colleen	8/14/2014	Follow up assignments and attendance sheets	11/26/2014 biweekly
G2.B3.S1.A1	Monitor the daily attendance of all students.	Braynon, Gia	8/18/2014	The monthly Student Truancy Intervention Report will be used to track the timeliness of services provided to students with unexcused absences.	6/5/2015 weekly
G3.B3.S2.A1	Students in science classes will research the impact of recycling on the planet and develop a recycling campaign to educate the entire school regarding the advantages of recycling and how to recycle.	Del Terzo, Colleen	9/9/2014	Students will collect the recycled materials from classrooms and offices biweekly.	5/29/2015 biweekly
G2.B3.S2.A1	Create a mentorship plan that assigns staff to bond with selected groups of students based on academic or social emotional needs.	Braynon, Gia	8/18/2014	Referral rate	5/29/2015 quarterly
G2.B3.S3.A1	Recognize students for making the honor roll for academics, perfect attendance, and citizenship through the following: achievement certificates presented at honor roll assemblies, trophies for the end of the year awards.	Del Terzo, Colleen	8/18/2014	Agenda and sign in sheets for awards assemblies.	5/29/2015 quarterly
G1.B1.S1.A2	Utilization of Thinking Maps (eight visual tools) to enhance critical thinking associated with the cognitive thinking processes required by Florida Standards.	Del Terzo, Colleen	9/9/2014	Lesson plans and classroom walkthroughs	11/26/2014 biweekly
G3.B3.S2.A2	Create academies for culinary arts and fashion to provide students with additional choices for career focus and industry certification.	Rodriguez, Judy	8/18/2014	Student enrollment and applications for Serv Safe Certification	5/29/2015 biweekly
G2.B3.S1.A2	Counsel with students who have unexcused absences.	Braynon, Gia	8/18/2014	Student services sign in sheets and student services interventions recorded in ISIS.	5/29/2015 weekly
G2.B3.S2.A2	Plan quarterly grade level "Heart-to Heart" sessions to allow students to bond and share experiences with pregnancy issues.	Braynon, Gia	8/18/2014	Group intervention sign in sheets	5/29/2015 quarterly
G2.B3.S3.A2	Provide student of the month recognition certificates and field days/ trips and other activities.	Braynon, Gia	8/18/2014	Agenda, sign-in sheets, and field trip rosters.	5/29/2015 monthly
G1.B1.S1.A3	Implementation and integration of Promethean Boards into the daily instructional routines.	Del Terzo, Colleen	9/9/2014	Classroom walkthroughs, follow up meetings, and peer collaboration	11/26/2014 weekly
G3.B3.S2.A3	Create a technology/business academy to provide students with additional choices for career focus and industry certification.	Rodriguez, Judy	8/18/2014	Student enrollment and applications for Microsoft Office Certification	5/29/2015 biweekly
G1.B1.S1.A4	Utilization of common planning PLCs to develop actions in common to support/ mentor teachers in the implementation of Florida Standards, Thinking Maps, and Gradual Release and to conduct	Del Terzo, Colleen	8/14/2014	Classroom walkthroughs, follow up meetings, and peer collaboration	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	data chats to facilitate using data to inform instruction.				
G1.MA1	Fall and Winter interim assessments, FCAT 2.0 Science, and FSA/EOC data will be used to evaluate student achievement.	Del Terzo, Colleen	9/9/2014	The assessment scores (Interims, FAIR, EOC, FAS) will be used to determine if progress is being made toward selected targets.	11/26/2014 quarterly
G1.B1.S1.MA1	Review of student folders and data from formative assessments	Del Terzo, Colleen	9/9/2014	Student achievement will increase in ELA and writing benchmark through the use of Thinking Maps.	11/26/2014 monthly
G1.B1.S1.MA1	Lesson plans, classroom walk throughs, student folders.	Del Terzo, Colleen	9/9/2014	Teachers will demonstrate improved planning and instructional delivery strategies.	11/26/2014 biweekly
G2.MA1	The daily attendance rate will be monitored to ensure that the percentage of attendance is at least above 85% and that all students with 3 or more unexcused absences have provided academic advisement in order to improve academic performance.	Braynon, Gia	9/2/2014	Daily attendance rate and academic grades will increase.	5/29/2015 monthly
G2.B3.S1.MA1	The daily attendance rate will be monitored to gauge the effectiveness of support services to truant students.	Braynon, Gia	9/2/2014	Daily attendance bulletin, monthly Truancy Intervention Report, and report on referral frequency.	5/29/2015 daily
G2.B3.S1.MA1	Student attendance rate will be monitored on a daily basis and weekly student services meetings will be held to discuss high profile cases.	Braynon, Gia	9/2/2014	Daily attendance bulletin and monthly Truancy Intervention Report	5/29/2015 weekly
G2.B3.S2.MA1	Quarterly review of referral rates for students	Braynon, Gia	8/18/2014	Tracking of reduction in the number of referrals for students	5/29/2015 quarterly
G2.B3.S2.MA1	Mentors will log collaborative sessions with students.	Braynon, Gia	8/18/2014	Attendance logs, referrals.	5/29/2015 monthly
G2.B3.S3.MA1	Daily academic grades and final quarter grades will be the measure of effectiveness.	Braynon, Gia	8/18/2014	Student grades will show a reduction in the number of failing grades for all courses across the curriculum.	5/29/2015 monthly
G2.B3.S3.MA1	A review of the reward criteria and that students are receiving the awards as prescribed.	Braynon, Gia	8/18/2014	List of students receiving awards.	5/29/2015 quarterly
G3.MA1	Students will complete a survey to ascertain there level of engagement in the academies and the impact on school attendance.	Vigo, Teresa	8/18/2014	Survey Monkey will be used to create an interest inventory survey for the third quarter.	5/29/2015 annually
G3.B3.S2.MA1	Students' attendance rates in the academies will be monitored as a measure of effectiveness due to engagement in a relevant career field.	Braynon, Gia	5/29/2015	Each quarter, the daily attendance of students in each academy will be tracked and compared to their attendance rate the previous year.	5/29/2015 quarterly
G3.B3.S2.MA1	Student services department will work closely with the CTE teachers to guide and advise students on academy choices during the registration process	Braynon, Gia	5/29/2015	Class counts for academy classes	5/29/2015 weekly

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 Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited experience with implementation of Florida Standards Assessment (FSA) as reflected in effective planning and instructional strategies.

G1.B1.S1 Effective Planning and Instructional Delivery in Language Arts/Reading, Mathematics, Science, and Social Studies.

PD Opportunity 1

Creation and implementation of a professional development action plan that provides ongoing sessions to unpack the Florida Standards, to utilize formative assessment data and to use this data to drive instruction.

Facilitator

Teresa Vigo

Participants

Teachers

Schedule

Biweekly, from 8/14/2014 to 11/26/2014

PD Opportunity 2

Utilization of Thinking Maps (eight visual tools) to enhance critical thinking associated with the cognitive thinking processes required by Florida Standards.

Facilitator

Jalila Frierson

Participants

Teachers

Schedule

Biweekly, from 9/9/2014 to 11/26/2014

PD Opportunity 3

Implementation and integration of Promethean Boards into the daily instructional routines.

Facilitator

Teresa Rodgriguez

Participants

Teachers

Schedule

Weekly, from 9/9/2014 to 11/26/2014

PD Opportunity 4

Utilization of common planning PLCs to develop actions in common to support/mentor teachers in the implementation of Florida Standards, Thinking Maps, and Gradual Release and to conduct data chats to facilitate using data to inform instruction.

Facilitator

Jalila Frierson

Participants

Teachers

Schedule

Biweekly, from 8/14/2014 to 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	4,800
Grand Total	**4,800**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A2 - Register 4 teachers in Thinking Maps: Certified Teacher Training Program: Cost $4,800.	Title I Part A	4,800
Total Goal 1		**4,800**