DOROTHY M. WALLACE COPE CENTER

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Tammy S. Edouard

Position Title
Principal

Job Duties and Responsibilities

The principal is strategic in the implementation of the daily operations of the school while providing support and information to enhance educational opportunities, improve parenting skills, and increase overall school performance. The principal provides a platform for collaboration and growth, community engagement, data-driven decision making, and monitoring of progress in order to reach our goals.

Leadership Team Member #2

Employee's Name
Angela Gayden

Position Title
Department Chair/EESAC Chair

Job Duties and Responsibilities

The Department Chair is responsible for oversight and dissemination of data to team members. Leadership team member responsible for sharing pertinent information between administration and math and science teachers. EESAC Chairperson responsibilities include posting meetings, preparing agendas, and disseminating key information to all stakeholders.

Leadership Team Member #3

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Teisha Chung-Smith

Position Title

Department Chairperson/Activities Director

Job Duties and Responsibilities

The Department Chair is responsible for oversight and dissemination of data to team members, data disaggregation, sharing pertinent information between administration and ELA, Reading, Social Studies, and CTE Teachers. Also responsible for monitoring participation and oversight of the activities for students and staff.

Leadership Team Member #5

Employee's Name

Constance Gilbert

Position Title

Media Specialist/Principal's Designee

Job Duties and Responsibilities

Responsible for media technology, Dade Partners, and school volunteers. Literacy Leadership Team Leader who works to provide support for reading initiatives in the school. Also serves as the Principal's Designee.

Leadership Team Member #6

Employee's Name
Brigette Moody

Position Title
School Counselor

Job Duties and Responsibilities

Responsible for assisting with master schedule, supporting students' social and emotional well-being, monitoring SCOIR completion, monitoring community service completion, and reviewing student courses and monitoring student readiness for graduation while conducting ongoing lessons and counseling with students. Also serves as the school site Alternate Test Chair and Alternate Designee.

Leadership Team Member #7

Employee's Name
Marilyn Morning

Position Title
Paraprofessional

Job Duties and Responsibilities

Attendance/Title I. Responsible for ARC meeting agenda and oversight, review and update of daily attendance, attendance bulletins, and attendance monitoring. Conducts daily phone calls, logs outcomes, and completes DSIS data entry. Compiles and completes all items related to Title I documentation and collection of artifacts.

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #9

Employee's Name
Natalie Cobbs

Position Title
Childcare Specialist

Job Duties and Responsibilities

Responsible for the oversight of the daily operations of the nurturing center. Responds to students and assists with gathering pertinent information needed to maintain all required documentation. Oversees the implementation of the curriculum and the food program, while working with the principal to ensure positive growth outcomes based on systems and routines.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Surveys given by Miami-Dade were analyzed from Power BI to determine areas of greatest need for Academic and School Culture. In addition, surveys were completed by students and parents and the results were used to establish areas to focus on for the upcoming school year. Data from the Spring Testing period was analyzed to determine areas of strengths and weaknesses. During Departmental meetings, teachers and staff reviewed pertinent data and agreed upon areas and strategies that would lead to increased student achievement. During Faculty meetings and EESAC meetings the strategies were shared and stakeholders were afforded the opportunity to provide input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Classroom observations, data analysis, as well as communication between administration, teachers, and students, will be used to monitor student learning and achievement. After reviewing data, monitoring growth, and determining the effectiveness of our current action steps, teachers will collaborate and provide input. The information is then shared with the EESAC and Leadership Team and final decisions will be made regarding next steps for targeted improvement and enrichment.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE** **EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**100.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24:** **2022-23: *** **2021-22: COMMENDABLE** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days									0	0
One or more suspensions									0	0
Course failure in English Language Arts (ELA)									0	0
Course failure in Math									0	0
Level 1 on statewide ELA assessment									0	0
Level 1 on statewide Math assessment									0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								3	2	5
One or more suspensions								1		1
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment								2	1	3
Level 1 on statewide Math assessment								3	1	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								3	1	4

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times								1		1

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	4	8	0	7	19
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)					0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	3	6	1	2	12
Level 1 on statewide Algebra assessment	1	6	2	0	9

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	4	3	3	4	14

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year		1			1
Students retained two or more times		1	1		2

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	18	60	55	0	55	50		54	51
ELA Grade 3 Achievement **									
ELA Learning Gains		58	57						
ELA Learning Gains Lowest 25%		55	55						
Math Achievement *	18	51	45	9	43	38	0	42	38
Math Learning Gains		50	47						
Math Learning Gains Lowest 25%		56	49						
Science Achievement *		68	68		62	64		41	40
Social Studies Achievement *		73	71		69	66		56	48
Graduation Rate		92	90	0	89	89	0	56	61
Middle School Acceleration								56	44
College and Career Readiness		74	67		70	65		67	67
ELP Progress		57	49		49	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	18%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	36
Total Components for the FPPI	2
Percent Tested	90%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
18%	5%	0%	0%		16%	13%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
2023-24 ESSA SUBGROUP DATA SUMMARY				

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	0%	Yes	3	3

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	18%				18%								

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	0%				9%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	0%										0%		
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students						0%					0%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Algebra		8%	55%	-47%	50%	-42%
Ela	10	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	9	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Overall, the data component that showed the most improvement is BEST Math. 100% of students showed an improvement in scores over the school year. New actions that our school implemented were the incorporation of math skills in other courses as permitted by the curriculum. Students also used IXL and technology to practice new skills. Additionally, differentiated instruction, along with the support of the ESE teacher, strengthened students in areas of deficiency.

Lowest Performance

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

 The data component that showed the lowest performance is Reading Across Genres and Vocabulary. While some students showed an improvement and reached levels at/near proficiency, the majority of students showed no movement throughout the year and showed levels below the standard. Students struggle with decoding meaning of words as they read text of varying genres. Both ESOL and non-ESOL students need improvement in this area.

Greatest Decline

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

The data component showing the greatest decline in proficiency from the prior year is Reading. Attendance directly impacts Reading proficiency by affecting consistent engagement and learning. Students with poor attendance miss key instruction sessions, discussions, and practice opportunities crucial for developing reading skills. This absence disrupts the learning continuum, making it challenging for students to grasp foundational concepts and apply them effectively during assessments. Poor attendance makes it difficult to keep pace with curriculum milestones, and it interrupts timely flow of support from educators, significantly influencing overall academic achievement and proficiency levels in Reading assessments like the BEST.

Greatest Gap

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

The data component showing the greatest gap when compared to the state average is Algebra 1. Our students overall, scored 31 points below the State scores. The majority of students scored below average on the Standards on Expressions, Functions and Data Analysis as compared to the State. Students also scored below average on Linear Relationships, as compared to State data. While the majority of students scored at/near the standard in Non-Linear Relationships, those falling below the standard were much higher than the numbers reported by the State. Factors contributing to this trend include students entering our school after the beginning of the school year or who were out for maternity leave for portions of the school year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is one of the greatest EWS area of concern. Many students have attendance issues prior to enrolling at our school and some continue on this trajectory once enrolled. Usually, students who enter our school after the school year has begun have chronic absenteeism, causing them to miss valuable instructional time. In addition, who deliver are afforded twenty days of maternity leave. While this is an approved absence, students miss instructional time. Illness and appointments also tend to hinder the overall attendance of some students.

Highest Priorities

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

Improved daily attendance
Proficiency/Learning gains in Reading
Proficiency/Learning gains in Math
Increased data disaggregation that is used to make strategic instructional decisions

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to information from the 2023-2024 ELA-Reading FAST PM 3 Data, 17% of 8th graders, 14% of 9th graders, 0% of 10th graders scored at proficiency levels. The identified contributing factors include two new ELL students who spoke minimal English. According to Early Warning Indicators, another 90% of students had 15 or more absences, which directly impacts and interrupts consistent learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By using the Framework of Effective Instruction and focusing on Instructional Planning that includes solid Differentiated Instruction based on data, we expect teachers to create lessons and intervention plans that will improve student comprehension and 60% of our students will make learning gains or reach proficiency in tested areas of Reading from PM 1 to PM 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored using the State Progress Monitoring FAST PM 1, PM2 and PM 3. The Leadership Team will engage in biweekly data discussions with teachers, allowing for the adjustment of groups based on current data. Members of the Leadership Team will actively participate in departmental collaborative planning to ensure that lesson design reflects student needs, specifically focusing on Gradual Release of Responsibility and differentiation strategies for identified subgroups. With UniSIG funding, teachers will utilize classroom technology and celebration data charts that highlight student progress via learning gains, mastery of skills, or proficiency on all Fall, Winter, and Spring assessments. Additionally, teachers will provide opportunities to increase and monitor student comprehension of genres of literature and vocabulary acquisition through real-world exploration via academic and cultural field trips sponsored through the UniSIG grant. Teachers will

use student work folders to showcase student data, file students data chats with teachers/parents/ administrators, assessments, and sample student work aligned to the standards and pacing guides.

Person responsible for monitoring outcome
Tammy S. Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The gradual release of responsibility (GRR) model is a teaching method that gradually transfers responsibility from the teacher to the student. The teacher moves from modeling to guiding instruction to providing students with opportunities to collaborate before they engage in an independent learning experience. The GRR model is made up of four steps: Focused instruction: The teacher models the concept, provides explanations, and uses think-alouds and noticing. Guided instruction: The teacher uses questions, prompts, and cues to help students understand and apply the concept. This can be done with the whole class, but it's often more effective in small groups. Collaborative learning: Students work together to apply the concepts, with teacher support when needed. They can discuss, negotiate, problem-solve, and think with their peers. Independent learning: Students practice on their own

Rationale:
The rationale for selecting the Gradual Release of Responsibility Framework coupled with data driven decision-making and intervention practices are to provide appropriate instruction, moving students towards independence while addressing varying learning styles, language acquisition, and comprehension. As a result of using GRR strategy, students will be prepared to read grade level texts and master the skills necessary to make learning gains or score at proficiency levels.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Utilizing data disaggregation to make informed and strategic decisions regarding lesson planning that include differentiated instructional (DI) practices and intervention, 60% of all tested students will show learning gains or score at proficiency levels on the Reading and Math PM3 Assessments.

Rationale:
Using data to plan lessons that are individualized and use DI will impact student learning by meeting the student at the center of their needs, which will improve their comprehension and build confidence where students have academic challenges.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #3:
Instructional and non-Instructional support staff will analyze and interpret student data using assessment results. Instructional staff and Interventionists will make data driven decisions for the purpose of designing Differentiated Instruction and/or Individualized Student Intervention Plans within the learning environment.

Rationale:
Differentiated instruction is a student-centered teaching method that tailors lessons to meet the needs of each student. It can help students stay motivated to learn material they may not find interesting. It can also give students more choices about how they learn, which can help them keep up with learning objectives

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Lesson Planning via The Framework of Effective Instruction

Person Monitoring:	**By When/Frequency:**
Teisha Chung-Smith	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional learning for teachers on lesson planning and establishing a positive learning environment will be conducted on a regular basis. Teachers will participate in using the Framework of Effective Instruction as a basis for instructional planning. As a result, teachers will be able to identify resources that will allow them to develop plans that will result in student success.

Action Step #2
Performance Matters Professional Learning

Person Monitoring:	**By When/Frequency:**
Angela Gayden	August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will review Performance Matters as a means to find and review data, as well as a method to compose both formative and summative assessments. These can be used to measure student progress, in relationship to current lesson plans. Data binders for both teachers and students will be maintained and monitored to determine that data is updated and used in monitoring growth.

Action Step #3
Utilization of Pacing Guides as a Focus for Pacing of Effective Instruction

Person Monitoring:	**By When/Frequency:**
Tammy S.Edouard	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be instructed in how to use current pacing guides along with the Framework of Effective Instruction to design lessons that are engaging, that use various strategies to refine lessons and allow students to reflect on learning.

Action Step #4

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to PM 3 data in ELA, only 17% of our students scored at proficient or higher, as compared to 50% for the State and 25% scored at proficient or higher, as compared to 54% for the State on the PM 3 Math assessment. Based on the data and the focus on Benchmark-aligned Instruction, we will focus on both Reciprocal Teaching and the Claim, Evidence Reasoning method as a method to fine tune instructional delivery and planning to ensure that 60% of students show proficiency and/or learning gains by the end of the academic school year in ELA and math. We will focus on reciprocal teaching to help students develop strong oral language skills as they work together to improve their reading comprehension. We will use the Claim, Evidence and Reasoning method to allow students to use logical reasoning to develop rational arguments and support their thinking. This type of engagement using varying strategies will help students make connections with real-life applications and make interdisciplinary connections while providing students with a range of differentiated activities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data indicates that 85% of our students scored at level 1 or 2 on the PM 3 ELA Assessment. 75% of students scored at level 1 or 2 on the PM 3 Math Assessment. In addition, only 25% of our students were proficient on the Grade 8 SSA and none reached proficiency on the Biology EOC. 43% of our students were at or above proficiency on the US History EOC. By focusing on Reciprocal Teaching and the Claim Evidence Reasoning Method, we expect that teachers will be able to increase student comprehension so that 60% of our students will make learning gains or reach proficiency in all tested areas by the time of administration of the PM 3 assessments and other State

exams.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrative walk-throughs, along with monitoring of lesson plans and review of student work will occur to assess student learning. Teacher assessments, as well as District and State assessments will be used to monitor student progression. As teachers align instruction to benchmarks, they will effectively present information that students need to know to be proficient. By having students consistently practice using dialog to explain their learning, they will build a base of learning that will allow them to progress beyond basics and engage in higher order thinking. This will be supplemented by having them use evidence to establish claims while using reasoning to explain the evidence behind their conclusions. Student work samples will be monitored and accessed to determine their level of understanding and the effectiveness of instructional delivery.

Person responsible for monitoring outcome
Tammy S. Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
We will implement a regular schedule of Department meetings specifically to discuss student performance data to identify areas for improvement, set targets, and measure the effectiveness of instructional strategies. Teachers will discuss how to use student performance data to inform and adjust their instructional strategies.

Rationale:
All teachers in all subject areas are needed to help our students achieve proficiency in reading and math. By meeting regularly to discuss data, all teachers will know what areas of improvement are needed for each student and be able to discuss means and methods that will allow students individually and collectively to reach proficient levels.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Reciprocal Teaching Training and Claim, Evidence Reasoning Method Training

Person Monitoring:	**By When/Frequency:**
Tammy S. Edouard	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in training and learning sessions to familiarize them with the goals and methods of using Reciprocal Teaching method and the Claim, Evidence, Reasoning method in their lessons. Teachers will share successes and challenges during meetings to adjust their teaching strategies so that they consistently provide timely and specific feedback to students.

Action Step #2
Student Participation in Reciprocal Teaching

Person Monitoring:	**By When/Frequency:**
Teisha Chung-Smith	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in all Core and CTE courses will utilize the Reciprocal Teaching method in their classrooms, assigning rotating student roles and documenting success via both summative and formative assessments.

Action Step #3
Student Participation in Claim, Evidence, Reasoning Method

Person Monitoring:	**By When/Frequency:**
Angela Gayden	October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be trained in how to use the Claim, Evidence, Reasoning method in all subject areas as a means to help students understand how to read for clarity, draw and authenticate conclusions with reasoning.

Action Step #4

Person Monitoring:	**By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student scores in all tested areas were lower than those for the State and District. Based on the data and the focus on Differentiation, we will focus on small group instruction to ensure that 60% of students show proficiency and/or learning gains by the end of the academic school year in all tested areas. By providing a variety of differentiated activities based on individual student learning needs, we will be able to access where each student's current academic standing and apply methods to improve those standing so that they make learning gains and reach proficiency in all subject areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA data from PM 3 showed that 50% and 54% respectively of State and District students were at proficiency, compared to 14% of our students. Math data from PM 3 showed that 54% and 58% of State and District students were at proficiency, compared to 25% of our students. In Algebra, 50% and 54% respectively of State and District students were at proficiency, compared to 8% of our students. Similar patterns were also noted in History, Biology and Grade 8 science, with lower percentages of our students scoring proficient. By using differentiated instruction and small group instruction, we anticipate that we will see an improvement in the number of students reaching proficiency in all courses.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will hold consistent walk-throughs to monitor the use of differenated instruction and small groups as a method of remediation, reteaching and enhancement. Consistant use of differentiation will positively impact student achiement as seen on both formative and summative assessments.

Person responsible for monitoring outcome
Tammy S. Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
We will use flexible grouping, which involves organizing students into various groups based on specific criteria, such as skill level, learning style, or interest, with the understanding that these groups are not permanent. Groups will be regularly adjusted according to the learning objectives and students' progress.

Rationale:
Students will be grouped on strengths and weaknesses based on ongoing assessments and student progress. This will allow students to experience different group dynamics and to foster diverse skills and interactions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
In-School Push In Intervention

Person Monitoring:	**By When/Frequency:**
Tammy S.Edouard	October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A push-in intervention schedule will be created. Teachers without assigned students will facilitate fexible grouping based on data. Teachers will regularly monitor assessment data to determine the impact of the small group learning and next steps.

Action Step #2
Use of Technology for Differentiation

Person Monitoring:	**By When/Frequency:**
Tammy S. Edouard	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use of District and State supplied technological resources such as Saavas, Edgenuity, IXL, and Read 180 to remediate and enhance individual learning.

Action Step #3
Choice Boards

Person Monitoring:	**By When/Frequency:**
Tammy S. Edouard	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will create choice boards for standards taught in class so that students can choose between creating assignments such as a poster, writing a report, designing a model, or making a presentation to show their knowledge on a subject. In addition, we will allow students to choose how they complete a task, such as writing an essay, creating a video, or making a brochure.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Attendance data from Power-BI indicates that 87% of our students had 10 or more absences for the 2023-2024 academic school year. This trend in lower attendance is also evident for the 2022-2023 year, with 89% of students out for 10 or more days. In the 2021-2022 school year, 92% of students were absent for 10 or more days. The ESSA Subgroup Data Summary indicates that Economically Disadvantaged Students have reported below 41% for 3 consecutive years. Truancy has led to lower performance on high-stakes testing, since students are not present for benchmark aligned instruction. We will utilize technology and small instruction to remediate and supplement lost learning for students with multiple absences.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase daily student attendance to 80%, since the prior year data indicates that daily attendance was at 67%. By using both small group instruction and individualized remediation via technology, we expect that even students who have chronic absences will be able to achieve equivalence on tested benchmarks, as evidenced by gains on State assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Assessment reports from technology platforms such as Edgenuity, IXL, Read 180, ELLevation, and Savvas will allow teachers and administration to monitor student progress, as well as inform students of their current status. This will allow both instructors and students to formulate next step plans, including additional tutorial work and small group work to enable them to make learning gains and

reach proficiency.

Person responsible for monitoring outcome
Tammy S. Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:
All classrooms have technology in the form of desktops and/or tablets which are available for
students use. In addition, students are encouraged to check-out technology for home use, which will
allow them to continue learning and remediation when not in class.

Rationale:
Our rationale for using technology as one of our methods of remediation is that students can progress
at their own pace, including meeting their individualized needs, if necessary.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Technology Access

Person Monitoring:	**By When/Frequency:**
Constance Gilbert	September, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students will be informed on the process of how to sign out technology for home use.

Action Step #2
In Class Use of Technology

Person Monitoring:	**By When/Frequency:**
Constance Gilbert	September, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All classrooms will be supplied with technology that can be utilized during the school day by students
who need to rectify deficiencies in their coursework.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improved student attendance is an Area of Focus for all grade levels. Poor attendance on a daily basis significantly impacts student learning by causing frequent disruptions to instruction and hindering academic progress. This crucial need was identified from the prior year's data where correlations between attendance rates and academic performance were evident. Lower attendance directly affects participation in lessons, engagement with peers, and consistency in learning, leading to gaps in understanding and reduced overall achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year's overall attendance averaged 67%. This year, our school aims to elevate it to 80%, emphasizing the importance of regular attendance for academic success and community engagement. School-wide attendance incentives, mindfulness activities, and Attendance Bulletin Boards will be up-dated and up-graded to improve student attendance as a whole.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be monitored daily through an electronic system recording each student's presence. Weekly reports will track progress towards achieving 85% daily attendance. Students will be given their attendance data each week by their homeroom teacher. Ongoing monitoring allows for timely interventions such as outreach to absent students and families, identifying patterns, and providing support to improve attendance. Higher attendance rates correlate with improved student engagement, academic performance, and overall achievement outcomes.

Person responsible for monitoring outcome

Mrs. Marilyn Morning, Attendance Review Committee (ARC) Lead

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Adjustments to the master schedule, to include time for clubs, student support, and bonding activities, will provide time for collaboration with emphasis on items related to parenting in a community setting.

Rationale:
Improved student attendance ensures consistent learning, fosters academic success, and provides support for social and emotional development. The rationale for implementing a Strategic Attendance Plan centered on incentives aligned to clubs, parenting, entrepreneurship, and post-secondary educational opportunities is that the extracurricular programs are often the caveats that encourage students to come to school. These projects, funded by UniSIG, will be used to improve students' parenting skills and mental health along with their attendance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Promotion and Celebration of monthly attendance celebration bulletin board will highlight students with perfect attendance each month. Special recognition sponsored by UniSIG grant funding will include Powered by Attendance (PBA) projects based on survey results and sponsorship through UniSIG. These projects will focus on empowering students with activities focused on positive parenting, books and bonding, and mental wellness.

Rationale:
Allowing the Attendance Review Committee, along with students, to track attendance visually, the attendance bulletin boards foster a sense of accountability and collective responsibility towards regular school attendance. It also fosters a sense of pride and accomplishment in students who improve as the school year progresses.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #3:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Attendance Student of the Quarter

Person Monitoring: **By When/Frequency:**
Marilyn Morning   October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Spotlight the student with the highest attendance each quarter, awarding them incentives such as gift cards, butterfly bucks and featuring them on a student attendance board.

Action Step #2
Attendance Incentive Field Trips

Person Monitoring:
Constance Gilbert

By When/Frequency:
September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan and coordinate field trip activities for students who reach the required attendance levels per grading period.

Action Step #3
Storks Nest

Person Monitoring:
Constance Gilbert

By When/Frequency:
September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students meeting attendance requirements will be allowed to visit the in school Stork's Nest to shop for items for both their children and themselves.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

copesouth.org

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

 copesouth.org

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

 The school is enhancing its reading academic program through a multi-faceted approach. By integrating tailored reading strategies into every subject, with an emphasis on Language Arts and Social Studies, students will engage in cross-curricular learning that reinforces comprehension and critical thinking skills. Additionally, extended learning periods will be implemented, allowing for deeper exploration of subjects and individualized attention. This initiative aims to maximize learning opportunities and ensure mastery of core concepts. Furthermore, the curriculum will feature enriched content and accelerated pacing to challenge students and foster intellectual growth. Through these efforts, the school is committed to equipping students with the skills and knowledge needed for

academic excellence and lifelong success.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school's initiative to strengthen the reading academic program aligns closely with career and technical education courses by integrating literacy skills relevant to vocational contexts, ensuring students are proficient across all disciplines. Additionally, the literacy initiative is infused into the activities of the nurturing center program by providing opportunities for reading incorporated into bonding activities.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Ongoing counseling provides emotional support and coping strategies crucial for our student's overall well-being. Project-Upstart provides students with many items that they need and removes undo stress while giving students the opportunity to participate in events with dignity and the same quality as their peers. Programs like Be Strong offer peer support and leadership skills, empowering students to navigate challenges confidently. Women of Tomorrow Mentors provide role models and career guidance, enhancing aspirations and interpersonal skills. Restorative Justice practices foster empathy and conflict resolution abilities, crucial for building respectful relationships. The Bullying Prevention Curriculum teaches empathy and assertiveness, creating a safer and inclusive school environment. The student-centered Zen Meditation Room promotes mindfulness, reducing stress and improving focus, essential for overall well-being and enhancing learning readiness. Together, these initiatives nurture holistic student growth beyond the traditional classroom setting.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Students are prepared for postsecondary paths through our offerings in Culinary, Business, and Fashion Design Career and Technical Education (CTE) courses, alongside our dual enrollment courses in Health Science and Early Childhood. These offerings foster awareness of career opportunities and workforce demands. Students attend the District CTE field trip and a school site College Visitation Day, allowing them to gain firsthand exposure to CTE postsecondary opportunities and higher education environments. This year, we have added an AP Language course to further enhance the program and student readiness for college level academia. This holistic approach empowers students to make informed decisions and excel in their chosen paths beyond secondary education.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior,

and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Threat Assessment Meetings are crucial forums where behavior issues are analyzed, counseling is planned, and parental involvement is ensured. Early intervening actions under IDEA are implemented to support all students, including those individuals with disabilities, aiming to prevent escalation and provide tailored support, fostering a collaborative approach between educators, counselors, and families for effective intervention.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional learning for teachers includes targeted workshops on instructional strategies aligned with academic assessment data. Teacher leaders attend District and/or Region professional development and train their colleagues during faculty and/or department meetings. They receive training in data interpretation to refine teaching approaches and enhance student outcomes. Paraprofessionals receive targeted trainings on early childhood and the developmental stages of the infants and toddlers they care for. We prioritize recruitment and retention of effective teachers in high-need subjects through the MINT mentorship program, professional development, and a supportive working environment.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

The school facilitates preschool-to-elementary transitions through 1:1 and group sessions with our students who have children who are ready to enter pre-K, ensuring familiarity with school routines and expectations. We assist students with paperwork, transition of IEP services, and visits to various schools, as needed. Paraprofessionals collaborate to align daily routines and activity plans that prepare our toddlers for ease of transition and academic continuity. We utilize bonding and parenting as opportunities to instill the importance of reading and education to our teen parents, while fostering social-emotional support as well. We have a great relationship with MDCPS Early Childhood Department which is helpful with assisting our students transition their children to local programs. Ongoing communication between the childcare specialist, the paraprofessionals, administration, and our families ensures seamless integration into elementary school programs.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The process begins with identifying student needs through data analysis and assessments. Resources, including personnel, materials, and master schedule, are then reviewed to determine alignment with the needs of our students. Regular meetings involving educators and administrators are held to assess the effectiveness of our plan. Adjustments are made based on data and staff feedback in order to maximize our potential outcome.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The Specific Resource is to update our reading intervention plan. Rationale: Data shows a significant number of students below grade level in reading proficiency. Ideally, we will hire a reading interventionist by September to implement targeted interventions and progress monitoring throughout the school year, with bi-monthly reviews to assess effectiveness and adjust strategies as needed.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus *Basic (FEFP) Retirement (14.72%)*	Instructional Practice - ELA	5100/	UNISIG	0.0	1,880.00
Areas of Focus *Hourly Interventionists (2) to assist with data review, data monitoring of in-house programs, and targeted remediation based on student data at an average hourly rate of $31.25 for 4 hours daily and for 20 weeks.*	Instructional Practice - ELA	5100/730	UNISIG	0.0	13,000.00
Areas of Focus *Basic capitalized Computer BrainPop Science & Literacy Lessons @ $1222.00*	Instructional Practice - ELA	6500/369	UNISIG	0.0	1,222.00
Areas of Focus *Basic (FEFP) Workers' compensation (2.75%)*	Instructional Practice - ELA	5100/	UNISIG	0.0	2,750.00
Areas of Focus *Students (25) will participate in a college tour to include Miami-Dade College, FIU, and/or Florida Memorial College. The UniSIG grant funding will cover the cost of one bus per field trip (1 bus at $300 per bus per trip for a total of $900.00) and materials (25 @ 4.99 = $124.75) Empowered Women Empower Women Motivational Notebooks with lined pages - ISBN 979-876870769 for students to keep reflection logs, pens for writing, inspirational confetti words to inspire planner stickers (25 @ $8.99 each = 224.75) and 25 @ $18.99 = $474.75) It's Time to Believe in Yourself Motivational Standing Desk Calendar.*	Instructional Practice - Benchmark-aligned instruction	6110/	UNISIG	0.0	1,724.25
Areas of Focus *The Leadership Team (3 members) will attend the DASA Conference to gain information on the latest research, strategies, and best practices in education as a means to support and increase student learning at our school. The UniSig grant funds will pay the travel, hotel, and fees associated with attending the conference.*	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6110/	UNISIG	0.0	3,000.00
Areas of Focus *The principal and the AP teacher will attend the 2025 AP Annual Conference in order to gain information on the strategies and best practices as it relates to AP courses in order to strengthen the AP program implemented during the 2024-2025 school year. The UniSIG grant funds will pay the travel, hotel, and fees associated with attending the conference.*	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6110/	UNISIG	0.0	2,000.00
Areas of Focus *The Classical Learning Test (CLT) Student Guide will be used to help students improve achievement. The CLT Student Guide can be a tool for students to self-assess and set goals for improvement. Teachers will use the courses and resources from the Classical U online teacher training platform. Classic Learning Test (CLT) Student Guide Paperback – (SKU: 9781600514975): (40) @ $36.76 = $1,470.00 +Shipping @ $110.28 = $1,580.68; Classical U Online teacher training platform: (9) @ $161.46 = $1,453.14*	Instructional Practice - Differentiation	5100/520	UNISIG	0.0	3,033.82
Areas of Focus	Instructional Practice -	5100/	UNISIG	0.0	480.00

BUDGET	ACTIVITY	FUNCTION/OBJECT	FUNDING SOURCE	FTE	AMOUNT
Differentiation *All that time in front of a computer screen can strain the eyes. The blue light emitted from digital devices can also negatively affect sleep quality. Not being able to sleep at night may impact your ability to focus and learn the next day. To combat these problems, students can use blue-light glasses, which have specially crafted lenses designed to filter out blue light and protect your eyes. UniSIG grant funds will be used to purchase blue-light blocking glasses for each student. (32 pairs at $15.00)*	Differentiation				
Areas of Focus *Office Supplies-ink, binders, printer paper.*	Instructional Practice - ELA	5100/500	UNISIG	0.0	4,750.00
Areas of Focus *Providing students with the opportunity to take pictures and develop them in accordance with various lessons in ELA-Reading, Writing, Social Studies, Science, and Math will strengthen their connection between genres and stimulate the interest and comprehension of visual learners. The UniSIG funds will be used to purchase an Epson Fast Foto FF printer ($599.00) for students to create portfolios, posters, and visual representations that show their comprehension of the lessons presented in class.*	Instructional Practice - Differentiation	5300/643	UNISIG	0.0	599.00
Areas of Focus *Printers and ink will be used at computer stations for student engagement and to improve academic achievement. UniSIG grant resources will be used to support GRRR and Reciprocal Teaching Strategies employed by the teacher. BRTHLL8360CDW - Brother HL-L8360CDW Color Laser Printer (33 ppm) (800 MHz) (512 MB) (2400 x 600 dpi) (Max Duty Cycle 60,000 Pages) (Duplex) (USB) (Ethernet) (Wireless) (Touchscreen) (300 Sheet Input Capacity): (6) @ 442.50 = $2,655.00 MONTN433BK - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW MFC-L8610CDW, L8900CDW High Yield Black Toner Cartridge (4,500 Yield): (3) @ $48.50 = $145.50 MONTN433C - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC L8610CDW, L8900CDW High Yield Cyan Toner Cartridge (4,000 Yield): (3) @ $48.50 = $145.50 MONTN433M - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC-L8610CDW, L8900CDW High Yield Magenta Toner Cartridge (4,000 Yield): (3) @ $48.50 = $145.50 MONTN433Y - Monarch PREMIUM DELUXE Compatible Brother HL-L8260CDW, L8360CDW, MFC-L8610CDW, L8900CDW High Yield Yellow Toner Cartridge (4,000 Yield): (3) @ $48.50 = $145.50 Computer Speakers for Desktop Pc: (12) @ $24.98 = $299.76 H300 Wireless Headphones Bluetooth with Microphone, Over Ear Headsets with USB Dongle & Mute, Environmental Noise Cancelling Retractable Mic for Work Office Meeting Laptop Computer (Black): (10) @ $59.90 = $599.00 C3003 Ricoh Copier: $2795.00 FLASHFORGE Adventurer 5M 3D Printer: $379.00 OVERTURE PLA Filament 1.75mm PLA 3D Printer Filament: (12) @ $18.99 = $227.88*	Instructional Practice - Benchmark-aligned instruction	5510/	UNISIG	0.0	7,536.64
Areas of Focus *Empowering students with the skills necessary to score at concordant or college entry level is important and often a game changer in the lives of our students. UniSIG grant funds will be*	Instructional Practice - ELA	590/520	UNISIG	0.0	175.60

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
used to purchase 15 copies of The Official Digital SAT Study Guide 10 at $17.56 = 175.60					
Areas of Focus — The Leadership Team (3 members) will work five hours a day for three days for a total of 15 hours per person during the month of June to disaggregate data, group students, prepare data charts/folders for teachers and students, and they will identify professional trainings for the 2025-2026 school year that are related to the needs of the school survey. UniSIG funds will provide the salary for the hours worked by the teachers.	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6110/	UNISIG	0.0	5,000.00
Areas of Focus — Differentiated lessons provides opportunities for students to excel at their own pace in a manner that feels best with their learning style. Providing students opportunities to use gaming as a means to increase reading and math skills will give students another layer of learning capabilities. UniSIG grant funding will be used to purchase 3 Lenovo Think station Workstation P350- Intel 10th Gen Core i9-10900 Processor - 32Gb DDR4 Memory - 512GB SSD - Integrated UHD Graphics 630 - Ethernet, Speakers - Keyboard, Mouse - 4 USB C - Windows 10 -Includes 27" UHD LED Monitor INCLUDED- 5 Yr Warranty On Site at $1625.00 = $4875; 3 T27i-10(A18270FT0)-27 inch Monitor(HDMI) at @379.00 = $1,137.00; 3 Legion H200 Gaming Headsets @ $45.00 each=$135.00 - Total $6,147.00	Instructional Practice - Differentiation	5100/643	UNISIG	0.0	6,147.00
Areas of Focus — Four MacBook Pro M3 14 inch - 8 GB RAM 512 GB SSD (@ $1599.00 each) will support student success in the ELA, Reading and business class. Students will learn how to use the MacBook applications and utilize the Mac to create work for all classes.	Instructional Practice - Benchmark- aligned instruction	5900/643	UNISIG	0.0	6,396.00
Areas of Focus — Buses ($300) for 12 Educational Field Trips to include fees and transportation to educational institutions such as: Actors' Playhouse at the Miracle $50x35 30 students and 5 adults=$1750, and 2 buses at $300=600 Frost Museum of Science, $30X35 (30 students and 5 adults) = 1050; Perez Art Museum, $18x35=$630 (30 students and five adults); Fairchild Botanic Garden, $15.95 per 30 students = 478.50, $24.95 per 6 adults = $149.70 = total of $628.50 x2 = 1256.40 x 2 trips = 2512.8 and 2 buses at $600 total; Freedom Tower ($12x35 (30 students and five adults=$420) and two buses at $600 total, and Miami-Dade Wolfson Campus - two buses at $600.00; The Berry Farms (1 bus at $300); Miami Zoo $28x35= $980(30 students and five adults) and two buses for a total of $600	Instructional Practice - ELA	6110/730	UNISIG	0.0	8,572.80
Areas of Focus — DiSC® is a personal assessment tool used by more than one million people every year to help improve teamwork, communication, and productivity in the workplace. Organizations and facilitators use these profiles as tools to help ignite cultural change, inspiring lasting behavior changes that positively shape their workforce. UniSIG grant funds will be used to allow the principal and five instructional team members to participate in the four-hour virtual DiSC	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6110/	UNISIG	0.0	3,760.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
training. (One administrator and 15 staff at $235.00 per person)					
Areas of Focus	Instructional Practice - Differentiation	5100/	UNISIG	0.0	863.80
Differentiated lessons which allow students to work independently and/or collaboratively add to student voice and empowers them to be creative and share their understanding with their peers. Electronic scales will allow work in groups or independently to explore concepts and monitor the growth and weight of items/plants, then write to explain their learning. UniSIG funds will be used to purchase four electronic scales (Tree HRB-S 3001 Stainless Steel Top Loading Balance, 3000 G x 0.1G UPC 85935500614O) which cost $215.95 for a total of $863.80.					
Areas of Focus	Instructional Practice - Differentiation	5900/	UNISIG	0.0	494.85
Headphones to be used with the computers and laptops when completing lessons via technology.					
Positive Culture and Environment	Student Attendance	5310/	UNISIG	0.0	6,000.00
Mental Health activities, to include yoga, painting, arts and crafts, and meditation, will be used to help students de-stress and take brain breaks while in school. UniSIG funds will be used to purchase supplies, to include a waterfall, sounding board, chimes, yoga chairs and blocks, paint, canvas, pottery supply fees, and personnel needed to conduct activities with students.					
Positive Culture and Environment	Student Attendance	5310/	UNISIG	0.0	3,200.00
Mommy and Me activities are rewarding for students and their children. These activities encourage students to come to school and build healthy relationships with their children. UniSig grant funds will support pottery classes for Moms, their children, teachers, and the paraprofessionals who work in the nurturing center. Funds will cover the cost of fees and materials for one pottery activity per nine weeks for a total of four activities school-wide. $20x40 participants=$800x4=$3200					
Positive Culture and Environment	Student Attendance	6150/	UNISIG	0.0	1,799.00
Padcaster Studio is an all-in-one mobile production suite that will be utilized to support student academic success in the Business class students who will broadcast the morning announcements and encourage student attendance. Students will learn how to create professional quality videos using an iPad. They will also learn how to use the technology to do the morning announcements and TV production for school projects and events. Students will highlight students with great daily attendance and those with improved attendance.					
Positive Culture and Environment	Student Attendance	5900/	UNISIG	0.0	2,397.00
Three iPad Pros ($799.00) will support student learning in the Business class and beyond. Students will learn how to use professional applications and earn certifications. The iPads will also be used with the Padcaster Studio.					
Positive Culture and Environment	Student Attendance	5510/	UNISIG	0.0	777.24
Student attendance tends to be improved on days they attend their Career and Technical Education classes. The UniSIG grant funds will cover the cost of materials related to their culinary courses: 7th Edition ServSafe Manger Book ISBN - 13 978=013481259: Five books at					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
$69.99 = $349.95; ServSafe 2024-2025 Manage Full Study Guide, Five books at 22.57=$112.85; ServSafe Student Guide 2024-2025 by Wilkinson, Five at $29.99 = $149.95; ServeSafe Student Guide 2024-2025 Updated by Jessy Allwith;, Five at $39.99 Three Books in One Food and Safety, Five books at $24.90=$124.50. Students who pass the ServSafe exam are ready for hire in restaurants, which is often the goal of our students. *Well planned bonding activities encourages our teen parents to come to school. Milestones and Memories Project will support the academic success of the students in writing and Early Childhood courses. Students, along with the nurturing center staff, must complete on-going portfolios that document the various milestones (Ages and Stages) of infants and toddlers, along with additional artifacts, and submit them for review when they apply for their certification for the course. Supplies needed are printer ink, folders, binders, cricut and scrapbook supplies.*	Positive Culture and Environment Student Attendance	5900/	UNISIG	0.0	2,000.00
Positive Culture and Environment Student Attendance *Involving parents, guardians and significant others in the educational process, including the encouragement to attend school is important. UniSIG funds will be used to provide transportation and pay for fees and materials for family workshops and/or field trips that are focused on the family and healthy habits, lifestyle, and relationships. One Focus on the Family field trip will be scheduled by semester for a total of two Fairchild Tropical Garden Field Trips: 30 students @ $15.95=$478.5; Six Adults at $24.95 @$149.7 - total = $628.20; 2 buses at $300 = $600.00 Total = $2456.00*		6400/	UNISIG	0.0	2,456.00
Positive Culture and Environment Student Attendance *Professional Development from Nature Postings, Inc. will support student academic success by providing hands-on real-world team-building professional development to teachers while demonstrating effective approaches to engage learners while using collaboration and team building experiences. Each session is $995.00 for three hours and a total of 24 participants. We will host three team building sessions for the school year for a total of $2985.00*		6400/	UNISIG	0.0	2,985.00
Plan Budget Total					**95,000.00**