Youth Co Op Charter School

2015-16 School Improvement Plan

Youth Co Op Charter School

7700 W 20TH AVE, Hialeah, FL 33016

http://yccs.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Our mission is to provide a safe learning environment for all students, as well as an exceptional education utilizing research based instructional strategies with the latest in technological advancements. We strive for our students to be career and/or college ready and be the leaders of tomorrow, thus making a difference in the community.

Provide the school's vision statement

Our Vision is to provide all students with a safe, high quality, rigorous education. We want our students to be college and/or career ready by the time they graduate high school to succeed in an ever changing global economy.

School Environment

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

Our school learns about and values all students' cultures by holding a parent and student school wide night event, such as Hispanic Heritage celebration. We encourage student diversity and individuality in and outside the classroom through multicultural activities, student clubs and sports that match their interests. The student clubs, such as STEM science club, Student council, National Junior Honor Society, Chess, and Reading club meet weekly. Our school also builds relationships between teacher and student through mutually interesting activities, such as Reading Night and Science Night.

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

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students. School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment. They have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions.The school maintains documentation of compliance with local and state inspections requirements. The school conducts district mandated fire drills and maintains documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The school has created a effective system for maintenance requests for staff and school leaders. The results of improvement efforts are systematically evaluated regularly. The school maintains records of depreciation of equipment and maintenance schedules. Our school also maintains the safety of the students and staff through the placement of school personnel throughout the school. Cameras were installed in and out of the school to monitor the student movement on school grounds.Our school encourages acceptance of all students personal beliefs. Guidance Counselors conduct Anti Bullying education through classroom educations, as well as plan activities connected to Bullying Awareness week and Red Ribbon Week.

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

In order to minimize distractions and keep students engaged during instructional time, we follow the Student Code of Conduct mandated by Miami Dade County public schools. The school counselors will deliver a presentation to all students explaining the different levels of behavior with the corresponding consequences, stated in the Code of Conduct. The students and parents will also sign the acknowledgement of receipt and review of the Student Code of Conduct, which will be filed in their student folders. In addition, all teachers have their expectations for behaviors posted in a visible area in the classroom. Our school minimizes loud speaker interruptions during instructional time. Moreover, the leadership team will conduct continuous training for school personnel on topics, such as Student Code of Conduct, child abuse reporting, bullying policy and protocols for disciplinary incidents that follow the Student Code of Conduct. Our school's procedure for handling disciplinary incidents include, teacher referrals to school counselors and/or school administration, based on severity of the incident.

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

School counselors conduct individual and group counseling, on a need basis. School counselors also schedule times for classroom presentations, as well as assemblies based on the needs of the students. Some assemblies held include red ribbon week, anti-bullying week, suicide prevention and awareness, among others. School counselors perform mediation for conflicts between students as well as parent-teacher student conferences. Our school tracks attendance and tardies, and hold truancy meetings with teachers, students, and parents. School counselors also use community resources to refer students and parents to outside agencies as needed.

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

Our school's early warning system consists of having the school counselors monitor the student population that exhibit each of the early warning indicators. The school counselors meet with the leadership team on a monthly basis to discuss the students who exhibit the early warning indicators. The school counselors reach out to the students and families involved to create a plan of action for improvement. The early warning indicators are attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics, a Level 1 score on the statewide standardized assessments in English Language Arts or mathematics, students in transition, grade retention students, excessive tardiness, ELL Level 1 students and ESE population.

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	5	2	8	3	3	1	4	3	2	31
One or more suspensions	2	2	1	0	0	0	3	1	2	11
Course failure in ELA or Math	2	0	0	2	3	4	0	4	2	17
Level 1 on statewide assessment	0	0	0	0	8	20	0	15	4	47
Retention	1	1	1	2	2	0	0	2	0	9
Excessive tardiness (4 tardies in a marking period)	0	0	0	0	0	0	0	0	0	
ELL population (Level 1)	8	5	2	1	0	3	3	2	3	27
ESE population	0	1	1	1	2	6	5	3	2	21
Student in transition	0	0	0	0	0	0	0	1	0	1

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	7	8	
Students exhibiting two or more indicators	1	3	5	1	5	17	20	13	65

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

The school counselors meet with the leadership team on a monthly basis to discuss the students who exhibit the early warning indicators, especially the students who exhibit two or more indicators. The school counselors also reach out to the students and families involved to create a plan of action for improvement. Tutoring will be provided for the students who scored a Level 1 on the statewide assessment, as well as students who fail a course in ELA or Math. Teachers and school counselors monitor academic and behavioral progress through the use of progress reports. School counselors will meet during school hours with potential failures and/or retainees in order to provide effective study skills and academic support. Classroom teachers will analyze data to group their students according to level of support needed. Reading teachers will use district approved Reading WonderWorks Intervention materials and I-Ready diagnostic and growth monitoring assessments to monitor student progress. Math teachers will use I-Ready diagnostic and instruction. Individual counseling will be offered through the school counselors for the students with one or more suspensions and students in transition. School counselors will run weekly attendance and tardy reports. Once students are identified with excessive tardies or absences, families are contacted via letter or phone call. School counselors and ESE specialist will monitor the academic progress of our ELL and ESE population, quarterly.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193375.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Our school provides a forum for members of the community through the Educational Excellence School Advisory Council. Our ESSAC chairperson welcomes community members to attend ESSAC meetings to discuss the School Improvement Plan, Budget, Staff Professional Development, Fundraising and School events. Our School Community Specialist contacts community members to invite them to participate in school wide events, such as Career Day, Reading Night, Science Night, Fundraising. Our school counselors build partnerships with local organizations to provide presentations on crucial issues to be discussed during the year with the student population, such as during suicide prevention and awareness month and anti-bullying week. Our school utilizes the expertise of the community members to maintain the school's mission of preparing the students to be career and/or college ready.

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:

Name	Title
Aragon, Maritza	Principal
Reitz, Leisy	Assistant Principal
Moreno, Yli	Instructional Coach
Portela, Alejandro	Other
Corcho, Jacqueline	Other
Diaz, Stephanie	Other
Acosta, Rosa	Other
Mendez, Luisa	Guidance Counselor
Setticase, Nicole	Guidance Counselor

Duties

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

A key factor to an individual school's success is creating leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and ensuring that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level.
The School Leadership Team:

• Facilitates the development of the School Improvement Plan
• Monitors, assesses and amends the School Improvement Plan
• Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
• Facilitates the involvement of the school community in the development of the School Improvement Plan
• Encourages, supports and creates opportunities for involvement from parents and the community
• Contributes to the design of the School Improvement Plan
• Monitors the effectiveness of the School Improvement Plan Strategies
• Facilitates communication within the professional learning community
• Builds the capacity of the school to address parent and staff concerns
• Builds the capacity of the school to improve in the following areas:
• Works toward high academic achievement
• Supports and encourages effective educators
• Maintains adequate resources and facilities
• Ensures a Safe school environment
• Boosts strong parent and community relations
The Leadership Team will meet in order to discuss the school's data and review progress towards SIP goals.
Initiatives of the School Leadership Team:
• Facilitate the School Improvement Plan
• Enhance educational, safety and parent involvement goals
• Improve communication within the learning community
• Help address parent and staff concerns
• Enhance strong parent and community relations
The principal selects team members for the School Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve instruction across the curriculum. Additionally, the principal may expand the School leadership team by encouraging personnel from various sources such as District and Regional support staff to join. The School Leadership Team maintains a connection to the school's Response to Intervention (RTI) process by using the RtI problem solving approach to ensure that a multi-tiered system of academic and behavioral support is present and effective.
Principal: Maritza Aragon - serves as the educational leader; responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed; establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission; provides a common vision for the use of data-based decision-making; ensures that the RTI initiative is implemented; ensures implementation of interventions and adequate professional development to support RTI implementation; and communicates with parents regarding school-based academic plans and activities.
Assistant Principal: Leisy Reitz - shares the principal's mission and vision; assists and participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.
General Education Teachers (Primary and Intermediate): provide information and academic resources in regards to core instruction; participate in data collection, interpretation and analysis, deliver and implement tiered instruction and intervention; collaborate with other staff to effectively implement tiered instruction and intervention and successfully implement focus calendars and pacing guides; support the reading coach in accomplishing success in the school's implementation of the Comprehensive Research based Reading Plan (CRRP).
Reading Coach: Yli Moreno - assists with the development, coordination and implementation of the Comprehensive Research based Reading Plan (CRRP) in the school; recommends materials for

purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; keeps abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Exceptional Student Education (SPED)/Gifted/RTI Chair: Jacqueline Corcho- provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school. Collaborates with teachers on a monthly basis. Monitors the academic and behavioral progress of the ESE population.

ELL Coordinator (Rosa Acosta) - Responsible for monitoring the progress of the ELL population. Coordinator will test students throughout the year and hold LEP meetings as necessary.

School Counselor: (Luisa Mendez/Nicole Setticase) - Provide academic, social/personal, career counseling to all students. Provides outside community resources to families. Monitors attendance, behavior and student academic progress.

Alejandro Portela (Test Chair): provides information on testing schedule and teacher training, provides information and academic resources about core instruction; participates in data collection, interpretation and analysis, collaborate with other staff to effectively implement tiered instruction and intervention; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Yli Moreno: Reading Coach
Jacqueline Corcho: SPED Specialist
Rosa Acosta: ELL Coordinator
Luisa Mendez: School Counselor
Nicole Setticase: School Counselor
Alejandro Portela: Test Chair
Carlos Rodriguez: Activities Director
Stephanie Diaz: Reading Teacher

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

RtI is an extension of the School's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. RtI leadership is vital; therefore, in building its team, the school has considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and the Reading Coach who will extend support and report on meeting the goals of the leadership team at grade level, subject area, and intervention group.
• Team members who will meet to review consensus, infrastructure, and implementation at the school site level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialist
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group

• Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to the students' needs. RtI uses increasingly more intense instruction and interventions.

• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four-step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Principal: Serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed. Ms. Aragon establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission, provides a common vision for the use of data-based decision-making, ensures that the RTI initiative is implemented; ensures implementation of intervention, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based academic plans and activities.

Assistant Principal: Shares the principal's mission and vision; assists and participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

General education Teachers and department chairs (Primary and Intermediate): Provide information and academic resources about core instruction, participate in data collection, interpretation and analysis, deliver and implement tiered instruction/ intervention, collaborate with other staff to effectively implement tiered instruction and intervention, and successfully implement focus calendars and pacing guides. Support the reading coach in accomplishing success in the school's implementation of the Comprehensive Research based Reading Plan (CRRP).

Exceptional Student Education (SPED)/Gifted/RTI Chair: Jacqueline Corcho- provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school. Collaborates with teachers on a monthly basis. Monitors the academic and behavioral progress of the ESE population.

Reading Coach: Assists with the development, coordination and implementation of the CRRP in the school; recommends materials for purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; remains abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Parental Involvement Liaison: Assists in planning, implementing and administering educational support to school programs and special projects in which the parental community is involved; provides an on-going channel of communication for staff, faculty, parents and the community; recruits parent volunteers for educational activities; solicits the participation of local group committees in school life; and solicits the participation of local business communities in programs for parental involvement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through

extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS) serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages 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 intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

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

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

? training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

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

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as thematic cultural lessons for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

• Cultural activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

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

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools. Each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a-community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

YCCS participated and will continue to participate in an anti-bullying intervention program using the Bullying Prevention Manual provided by the county's District-wide program. Students will be provided with a positive environment within the classroom, as well as a conflict resolution program aligned with the information given at the trainings. YCCS will train all faculty and staff to respond immediately to harassment and bullying, and make it expressly clear to both students and parents that students have the right to come to school every day to an environment free from violence and harassment by others.

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 guidelines.

Youth Co-Op Charter School aims to teach, encourage and support healthy eating by students. A wellness program is adopted which promotes good nutrition. The school is also a part of the National School Lunch Program. The school provides nutrition education and engages in nutrition promotion that emphasizes caloric balance between food intake and energy expenditure (physical activity/ exercise). The wellness policy is approved by the Board on a yearly basis. Curriculum is also integrated in the physical education program that teaches good nutrition and healthy lifestyles.

Head Start

Head Start programs are co-located in several Title I schools and/or communities.

Adult Education

N/A

Career and Technical Education

In accordance with the Middle School Reform Act, YCCS provides a course in career awareness and exploration to all middle school students. The school utilizes the ePep (electronic Personal Education Plan), as well as the state's FACTS website (Florida's Academic Counseling and Tracking for Students). Students also participate in Career Day, where several community professionals visit our school and give presentations on their careers which include: the police K-9 unit, and emergency mobile unit, doctors, psychologists, and other community business representatives. By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan on how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parents will be involved in the planning and implementation of the Title I Program at YCCS and extend an open invitation to our school's Parent Resource Center that seeks to infuse effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children. The PIRC seeks to inform parents about available programs, their rights under the No Child Left Behind Act and other referral services. A Community Involvement Specialist will further promote opportunities for parental participation to secure community partnerships. Activities such as Parent and Grandparent Appreciation Days and relationships with community partners like Home Depot and Starbucks help promote parental involvement and support. YCCS will increase parental engagement/involvement by developing (with on-going parental input) the school's Title I School-Parent Compact (for each student) and Title I Parental Involvement Policy (PIP), scheduling the Title I Orientation Meeting and Open House, and working on other documents/activities necessary to comply with Title I dissemination and reporting requirements. The school will conduct informal parent surveys to determine specific needs of parents. It will also schedule workshops (such as Parent Academy Courses) with flexible times to accommodate the parents' schedule as part of the school's goal to empower parents and build their capacity for involvement. It will complete Title I Administration Parental Involvement Quarterly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Quarterly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month a documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any student in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maritza Aragon	Principal
Yli Moreno	Education Support Employee
Freddie Arminana	Parent
Claudia David	Parent
Mina Mandel	Business/Community
Jonathan Martinez	Business/Community
Leisy Reitz	Principal
Stephanie Diaz	Education Support Employee
Yisel Alvarez	Teacher
Melissa Bravo	Teacher
Juliana Santos	Teacher
Stephanie Padron	Teacher
Vanessa Ferrera	Teacher
Jorge Lorenzo	Education Support Employee
Ivan Hernandez	Education Support Employee
Mariluz Toldeo	Parent
Alexa Mattar	Parent
Alexandria Colyer	Parent
Kathia Castillo	Parent
Yanisel Garcia	Student
Sasha Fernandez	Student
Alyssa Torron	Student
	Student

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

EESAC played an important role in the evaluation in last year's school improvement plan. A sample plan and update on the progress toward meeting our goals, listed in the SIP, was presented at each meeting. All members of the EESAC committee had an opportunity to review a copy of the SIP and recommend any changes. Data was analyzed to evaluate the effectiveness of our SIP goals, strategies and action steps. The members review our current FSA and EOC Data and realign the SIP goals/strategies as needed. The EESAC members also reviewed the report from the Leadership Team on the SIP implementation of Action Plan and updated the plan, as needed.

Development of this school improvement plan

The agenda for the initial EESAC meeting must include a review and approval of the first draft. Each member will be given a copy of the SIP Draft to review and recommend any changes. The first draft will be posted by 09/28/15. Every meeting will include data analysis to shape the goals, strategies and action steps needed to implement school improvement plan goals and strategies. The EESAC will align the PD calendar to the school improvement plan. The members will review the results of the

2014 FCAT and current 2015 FSA and EOC data to determine appropriateness of the and will also include a review of the report from the Leadership Team on the development of the SIP goal area strategies. The agenda for the second EESAC meeting will include a review of the updated SIP and approval of the final version.

Preparation of the school's annual budget and plan

In the initial EESAC meeting, all members will review the school's budget to align it with the school improvement plan. The first draft will be posted by 10/09/15. The agenda for the second EESAC meeting will include a review of the updated SIP. Our school plans to allocate the SAC funds, which are $5 per student, to the purchasing of headphones with microphones, our athletics department, incentives for students (gift cards).

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

Last year the funds were used to purchase Reading Plus. The EESAC funds were allocated for the purchasing of headphones with microphones, our athletics department, incentives for students (gift cards) for elementary students. The amount of EESAC funds per student was $5.00.

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:

Name	Title
Aragon, Maritza	Principal
Reitz, Leisy	Assistant Principal
Moreno, Yli	Instructional Coach
Corcho, Jacqueline	Other
Acosta, Rosa	Other
Mendez, Luisa	Guidance Counselor
Setticase, Nicole	Guidance Counselor
Portela, Alejandro	Other
Rodriguez, Carlos	Other
Diaz, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team (LLT) is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT promotes literacy within the school by analyzing data and reporting the finding to teachers, hosting a Reading Night and encouraging students and parents to attend, and involving families in the Just Take 20 campaign.
The principal selects team members for the Literacy Leadership Team (LLT) based on a cross

section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member. The Literacy Leadership Team may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Principal: Maritza Aragon - serves as the educational leader; responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed; establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission; provides a common vision for the use of data-based decision-making; ensures that the RTI initiative is implemented; ensures implementation of intervention and adequate professional development to support RTI implementation; and communicates with parents regarding school-based academic plans and activities.

Assistant Principal: Leisy Reitz - shares the principal's mission and vision; assists and participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

General Education Teachers (Primary and Intermediate): provide information and academic resources about core instruction; participate in data collection, interpretation and analysis, deliver and implement tiered instruction/ intervention; collaborate with other staff to effectively implement tiered instruction and intervention and successfully implement focus calendars and pacing guides; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Reading Coach: Yli Moreno - assists with the development, coordination and implementation of the CRRP in the school; recommends materials for purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; keep abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Exceptional Student Education (SPED) Chair: Jacqueline Corcho- provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school.

ELL Coordinator (Rosa Acosta) - Responsible for monitoring the progress of the ELL population. Coordinator will test students throughout the year and hold LEP meetings as necessary.

School Counselor: (Luisa Mendez/Nicole Setticase) - Provide academic, social/personal, career counseling to all students. Provides outside community resources to families. Monitors attendance, behavior and student academic progress.

Alejandro Portela (Test Chair): provides information on testing schedule and teacher training, provides information and academic resources about core instruction; participate in data collection, interpretation and analysis, collaborate with other staff to effectively implement tiered instruction and intervention; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Yli Moreno: Reading Coach
Jacqueline Corcho: SPED Specialist
Rosa Acosta: ELL Coordinator
Luisa Mendez: School Counselor
Nicole Setticase: School Counselor
Alejandro Portela: Test Chair
Carlos Rodriguez: Activities Director
Stephanie Diaz: Reading Teacher

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

At the opening of each school year, the leadership team plans staff team building activities to encourage positive working relationships among teachers. Teachers who are new to the school are assigned a mentor teacher according to subject area. Grade level and/or subject area meetings take place throughout the year to provide a forum for discussion and curriculum planning.

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

Teacher positions are advertised online at teacherteachers.com. Also, comparable salaries to the district are assigned to all employees. In order to retain highly qualified teachers, benefits such as low cost health insurance, a retirement plan and dental insurance are made available to all employees. IPEGS evaluations are completed yearly in order to provide feedback for teachers.

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

Mentee teachers will be assigned a mentor who has experience in the mentees teacher's subject area for the entire school year.
The following are the planned mentors' activities responsibilities:
• Regular formal and informal meeting with mentee(s)
• Assist the mentee(S) in becoming familiar with the daily operations of the school
• Classroom visitations/observation for positive corrective feedback
• Lesson plan and DATA support
• Curriculum development and teaching methods meetings
• Classroom management strategies
In addition, the Reading Coach will provide support to new teachers in the areas of curriculum, instructional development, supplemental resources, teaching strategies, and the Intervention program for Reading. The mentor and mentees will be planning classroom visits to model and demonstrate successful teaching strategies; both the mentor and mentees will share materials, curriculum development, and teaching methods. Meetings during the Professional Learning Communities will be conducted in order to discuss and reflect on the teaching process, discuss specific areas where improvement is needed, and discuss school-related procedures, assignments, and issues. The reading coach will also model using effective reading and writing strategies. Formal and informal mentoring and conversations will take place between the mentor and mentees. The mentor will model appropriate classroom management strategies and will be open for questions and procedures that the mentees might have. The rationale for pairing includes pairing up veteran teachers that have shown exceptional teaching evidence with newer teachers.

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

Our school follows the Miami-Dade County Public School's curriculum; the curriculum content is aligned to the Florida Standards. Teachers align their lesson plans to the Florida Standards, designed to accommodate the students' individual learning styles through the use of technology, visuals,

differentiated instructional grouping, and ESOL/ESE strategies. The Reading Coach informs the teachers when district professional developments become available pertaining to their core curriculum aligned to the Florida Standards. Instructional staff will receive training regarding the use of the CPALMS website. Feedback will be provided to the teachers based off classroom observations and/or walkthroughs.

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

Data drives our daily instruction. At the beginning of the school year, we conduct I-Ready diagnostic assessments, as well as analyze the previous year's FCAT, FSA or SAT scores, to establish each student's current level. Teachers conduct formal and informal assessments in class on a weekly basis to access the student's mastery of the week's benchmarks. Throughout the school year, grouping will change based on program usage reports and district assessments. We are constantly monitoring each student's level of mastery to determine where we need to make adjustments to our teaching strategies. All teachers document their student grouping and differentiated learning activities in their weekly lesson plans. K-5 Reading teachers use the tiered student center activities from the Wonders core reading curriculum to meet the needs of each student group (ELL, approaching, on level, and beyond). Middle school teachers use Inside core curriculum to meet the needs of their intensive reading students. Teachers implement and monitor different online educational programs, such as I-Ready, Thinkcentral, Wonders, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students.

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: After School Program

Minutes added to school year: 10,800

The school week will be Monday through Friday from 8:15-3:00 p.m. for grades 2-8. Kindergarten and first grade will start at 8:15 and be dismissed at 2:15 p.m. After school tutoring will also take place between one to two times a week. I-Ready will be available as a support to all students as well as a variety of advanced courses. All departments will implement explicit and direct strategies through its core program. Training in the implementation of strategies and assistance in planning for the instructional delivery of those strategies will be provided. Professional development will be provided on a need basis and as an ongoing process. The school's leadership team will discuss specific target strategies to be implemented school-wide every quarter. A Promethean Transfer Folder with a wide variety of resources has been made available to all teachers electronically on their teacher desktop.

Strategy Rationale

Our mission is to provide a safe learning environment for all students, as well as an exceptional education utilizing research based instructional strategies with the latest in technological advancements. We strive for our students to be career and/or college ready and be the leaders of tomorrow, thus making a difference in the community. After school tutoring provides a smaller learning environment, where teachers can reinforce the content benchmarks where students are struggling.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Aragon, Maritza, maragon@dadeschools.net

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

Quarterly, teachers and the leadership team will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by:
• Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work.
• Facilitating focused instruction for all students.
• Using assessment results to improve teaching and learning.
• Collaboration among teachers, students, and instructional support staff.
• Active learning and student involvement in the learning process.
• Placing responsibility for learning ultimately on the learner.
• Data driven so as to remove subjectivity and replace it with a focus on results.
• Aligning planning, instruction, assessment, and support on student performance.
• Focusing instruction on the Next Generation Sunshine State Standards (NGSSS)/CCSS and Florida Standards
• Refining the teacher's understanding of the areas where students are struggling or succeeding.
• Customizing instruction for student achievement.

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

Our school offers a transition meeting to parents of future Kindergarten students in May where information is provided regarding the school's policies and procedures; parents are provided with information regarding Kindergarten readiness and developmental characteristics of 5- year olds, among other important topics. In addition, during the transition meeting, students are provided with the opportunity to meet with their Kindergarten teacher and to conduct various activities. In August, during the school's Open House, students are given another opportunity to meet with their teachers. Early August is also the time where parents are introduced again to their KG teachers, as well as the school's Community Involvement Specialist and administrators. Parents are exposed to the expectations of YCCS, including registration, the parent portal, school uniforms, attendance and tardiness policies and procedures, and what to expect emotionally and socially as their child transitions into the public school system. The Florida Kindergarten Readiness Survey (FLKRS) is also administered to the students during their first month in school to identify areas of weakness. Results are shared with parents promptly. Instructional decisions will be made utilizing the I-Ready Diagnostic assessment, and students will be placed in leveled centers accordingly, depending on their instructional needs. The I-Ready assessment will be utilized at the beginning, middle, and end of year, in accordance with the District guidelines. Social Skills instruction can be also planned in part by using the FLKRS/ECHOS. The Kindergarten teachers will develop a center for those students who are not ready for Kindergarten that did not attend the VPK program. The center will focus on Phonemic Awareness and Phonics, colors and shapes. We inform the community of our kinder program by distributing flyers at local daycare centers.
Our school aims to provide a smooth transition from grade 8 to grade 9. Guidance Counselors will provide a meeting during school hours for the students transitioning from grade 8 to grade 9, regarding schedules, courses, graduation requirements, and credits. The school keeps their website up to date on school news to update parents and students.

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

Career Day is an annual and important event at the school that encourages students to learn about different career options from local community businesses and organizations.These students are allowed to select future courses. This will also impact the majors they choose so that their selections are personally meaningful, and also involve teachers that are already familiar with the students to assist in the process. Courses selected at school that do not pertain to the core curriculum include: Physical Education, Critical Thinking, Advanced Academics, Art, Music, Spanish and Industry Certification elective course. Students are encouraged to take elective classes that are meaningful to them, as well as participate in the selection of regular and honors courses with their teachers every year. High School courses while at the middle school level can be earned, thus giving them a competitive advantage among other students in their age group.

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

Students are taught to make a connection between academic and vocational learning. This curriculum concept, supported by our Computer and Business skills 1 & 2, Computer Applications in Business 3 & 4 courses are designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school.

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

School counselors conduct presentations to make students awareness of our course curriculum offerings for the upcoming school year. The school leadership is responsible for ensuring the appropriate materials and resources are available for the career and technical education. The leadership team will communicate district professional development opportunities to the appropriate staff members.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Our goal is to improve school wide core instruction in the Florida Standards for informational text in all content areas.

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. Our goal is to improve school wide core instruction in the Florida Standards for informational text in all content areas. 1a

Targets Supported 1b

🔍 G070884

Indicator	Annual Target
AMO Reading - All Students	
FSA English Language Arts - Achievement	63.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	84.0
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	67.0
CELLA Reading Proficiency	35.0
Middle School Participation in EOC and Industry Certifications	96.0
AMO Math - All Students	
FSA Mathematics - Achievement	77.0
Math Lowest 25% Gains	88.0
Math Gains	84.0
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	70.0
Bio I EOC Pass	100.0
CELLA Writing Proficiency	41.0
Geometry EOC Pass Rate	92.0
Civics EOC Pass	19.0
Algebra I EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- Science leveled readers in elementary grade levels (K- 5th)

- District Approved Science curriculum

- District Approved Social Studies curriculum

- Mathematics curriculum (Thinkcentral GO Math elementary level K-5 and Springboard middle school level)

- Highly qualified content area teachers

- Scholastic News and Junior Scholastic subscription

- Florida Standards assessments webpage, (fsassessments.org) including item specifications with assessment limits, task demands, text types, sample item stems and acceptable response mechanisms

- ELA Springboard curriculum (middle school level)

- District approved ELA Intensive Reading Curriculum (INSIDE middle school level), with leveled classroom library

- Department chairs assigned in each content area

- District Approved Language Arts Curriculum (Wonders), with leveled readers

Targeted Barriers to Achieving the Goal 3

- Students have a limited exposure to Informational text structures and organizational patterns.

Plan to Monitor Progress Toward G1. 8

Monitor for student progress through the various reports from the different research based instructional programs and software.

Person Responsible
Yli Moreno

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Quarterly reports will be in the teachers data binders. Teachers will be grouping students and providing differentiated instruction based on the analysis of the reports. Proof of differentiated instruction groups will be in teachers data binders.

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. Our goal is to improve school wide core instruction in the Florida Standards for informational text in all content areas. `1`

🔑 G070884

G1.B1 Students have a limited exposure to Informational text structures and organizational patterns. `2`

🔑 B184787

G1.B1.S1 Students will be exposed to instructional strategies and activities aligned to informational text in all content areas. `4`

🔑 S196213

Strategy Rationale

Our school has a deficiency in informational text in all content areas.

Action Step 1 `5`

Teachers will be exposed to different samples of informational text and various strategies for their implementation during instruction.

Person Responsible

Yli Moreno

Schedule

Weekly, from 10/14/2015 to 6/9/2016

Evidence of Completion

Materials with informational text will be provided to teachers across grade levels and content areas.

Action Step 2 `5`

Teachers will be trained on how to implement informational text and various comprehension strategies.

Person Responsible

Yli Moreno

Schedule

On 6/9/2016

Evidence of Completion

The person responsible will train teachers in strategies to utilize during instruction with informational text.

Action Step 3 `5`

Teachers will be trained on how to access, register, and complete evaluations for district professional developments through My Learning Plan.

Person Responsible

Yli Moreno

Schedule

On 6/9/2016

Evidence of Completion

Sign in sheets and meeting agenda and minutes.

Action Step 4 `5`

All teachers will meet with their grade level and content area colleagues to discuss the implementation of text features taught in their grade level and content area.

Person Responsible

Yli Moreno

Schedule

Quarterly, from 10/14/2015 to 6/9/2016

Evidence of Completion

Grade level/content area sign-in sheets, meeting agendas and minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

The person responsible will conduct lesson plan and classroom observations/walkthroughs.The person responsible will encourage participation in professional development opportunities.

Person Responsible

Yli Moreno

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and classroom observations/walkthroughs documentation. The classroom observations/walkthroughs will show the usage of the instructional strategies and activities learned with informational text.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

The person responsible will discuss the method of aligning their classroom assignments to the Florida Reading Standards for Informational Text. The data from these assessments will be analyzed by the classroom teacher to make instructional decisions and the leadership team to make school wide decisions.

Person Responsible

Yli Moreno

Schedule

Quarterly, from 10/14/2015 to 6/9/2016

Evidence of Completion

The person responsible will keep records of each classroom observation, lesson plan and data binder check. The teachers data binder will hold student scores from assessments aligned to the Florida Reading Standards for Informational Text.

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	Teachers will be exposed to different samples of informational text and various strategies for their implementation during instruction.	Moreno, Yli	10/14/2015	Materials with informational text will be provided to teachers across grade levels and content areas.	6/9/2016 weekly
G1.B1.S1.A2	Teachers will be trained on how to implement informational text and various comprehension strategies.	Moreno, Yli	10/14/2015	The person responsible will train teachers in strategies to utilize during instruction with informational text.	6/9/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Teachers will be trained on how to access, register, and complete evaluations for district professional developments through My Learning Plan.	Moreno, Yli	9/16/2015	Sign in sheets and meeting agenda and minutes.	6/9/2016 one-time
G1.B1.S1.A4	All teachers will meet with their grade level and content area colleagues to discuss the implementation of text features taught in their grade level and content area.	Moreno, Yli	10/14/2015	Grade level/content area sign-in sheets, meeting agendas and minutes.	6/9/2016 quarterly
G1.MA1	Monitor for student progress through the various reports from the different research based instructional programs and software.	Moreno, Yli	8/24/2015	Quarterly reports will be in the teachers data binders. Teachers will be grouping students and providing differentiated instruction based on the analysis of the reports. Proof of differentiated instruction groups will be in teachers data binders.	6/9/2016 quarterly
G1.B1.S1.MA1	The person responsible will discuss the method of aligning their classroom assignments to the Florida Reading Standards for Informational Text. The data from these assessments will be analyzed by the classroom teacher to make instructional decisions and the leadership team to make school wide decisions.	Moreno, Yli	10/14/2015	The person responsible will keep records of each classroom observation, lesson plan and data binder check. The teachers data binder will hold student scores from assessments aligned to the Florida Reading Standards for Informational Text.	6/9/2016 quarterly
G1.B1.S1.MA1	The person responsible will conduct lesson plan and classroom observations/walkthroughs.The person responsible will encourage participation in professional development opportunities.	Moreno, Yli	8/24/2015	Lesson plans and classroom observations/walkthroughs documentation. The classroom observations/walkthroughs will show the usage of the instructional strategies and activities learned with informational text.	6/9/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Our goal is to improve school wide core instruction in the Florida Standards for informational text in all content areas.

G1.B1 Students have a limited exposure to Informational text structures and organizational patterns.

G1.B1.S1 Students will be exposed to instructional strategies and activities aligned to informational text in all content areas.

PD Opportunity 1

Teachers will be trained on how to access, register, and complete evaluations for district professional developments through My Learning Plan.

Facilitator

District facilitator

Participants

All content area teachers

Schedule

On 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Teachers will be exposed to different samples of informational text and various strategies for their implementation during instruction.**			$104,083.56
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

			Budget Focus	Funding Source	FTE	2015-16
			1020 - Youth Co Op Charter School	General Fund		$10,936.17
			Notes: Wonders Curriculum			
			1020 - Youth Co Op Charter School	General Fund		$3,683.27
			Notes: Inside Curriculum			
			1020 - Youth Co Op Charter School	General Fund		$8,908.97
			Notes: Springboard for ELA and Math			
			1020 - Youth Co Op Charter School	General Fund		$2,098.25
			Notes: I Read to Write			
			1020 - Youth Co Op Charter School	General Fund		$1,350.00
			Notes: Go Math			
			1020 - Youth Co Op Charter School	General Fund		$1,106.90
			Notes: Science Curriculum			
			1020 - Youth Co Op Charter School	School Improvement Funds		$22,310.00
			Notes: I-Ready			
			1020 - Youth Co Op Charter School	Title I Part A		$53,690.00
			Notes: Reading Coach salary			
2	G1.B1.S1.A2	**Teachers will be trained on how to implement informational text and various comprehension strategies.**			$0.00
3	G1.B1.S1.A3	**Teachers will be trained on how to access, register, and complete evaluations for district professional developments through My Learning Plan.**			$0.00

Budget Data

4	G1.B1.S1.A4	**All teachers will meet with their grade level and content area colleagues to discuss the implementation of text features taught in their grade level and content area.**	$0.00
		Total:	**$104,083.56**