

Miami-Dade County Public Schools

Youth Co Op Charter School



2016-17 Schoolwide Improvement Plan

Youth Co Op Charter School

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School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	20
Ambitious Instruction and Learning	20
8-Step Planning and Problem Solving Implementation	26
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Youth Co Op Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Our school engages and values all students' cultures by holding parent and student school wide events, such as Hispanic Heritage celebration and embedding African American History Month projects and curriculum. 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.

b. 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 an 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 the school to monitor the student movement on school grounds. Guidance Counselors conduct Anti Bullying education through classroom education, as well as plan activities connected to Bullying Awareness week and Red Ribbon Week.

c. 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 explain the different levels of behavior with the corresponding consequences, stated in the Code of Conduct. The students and parents also sign the acknowledgement of receipt and review of the Student Code of Conduct, which is 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 the 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.

d. 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 as 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.

3. Early Warning Systems

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

a. 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 the SPED population.

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

1. 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	9	10	11	12	
Attendance below 90 percent	0	3	3	3	5	7	2	9	6	0	0	0	0	38
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	2	0	5	0	1	7	1	0	0	0	0	0	16
Level 1 on statewide assessment	0	12	16	3	42	53	54	72	58	0	0	0	0	310
Retention	0	0	0	3	0	0	0	0	0	0	0	0	0	3
ELL population (Level 1)	8	16	6	6	12	0	12	14	14	0	0	0	0	88
ESE population	0	0	2	0	3	3	14	7	8	0	0	0	0	37
Student in transition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	5	3	18	22	34	28	30	0	0	0	0	144

c. 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. The school Interventionist will pull out students in Tier 2 and 3 (Rtl) to remediate reading and writing skills. 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 will be contacted via letter or phone call. School counselors and ESE specialist will monitor the academic progress of our ELL and SPED population, quarterly.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315905>.

2. Description

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

2. 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, National School Choice Week, and 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 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Aragon, Maritza	Principal
Reitz, Leisy	Assistant Principal
Portela, Alejandro	Other
Corcho, Jacqueline	Other
Acosta, Rosa	Other
Espinosa, Ericka	School Counselor
Setticase, Nicole	School Counselor
Wimberly, Regina	Instructional Coach
Rodriguez, Carlos	Other

b. Duties

1. 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 Rtl 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: Regina Wimberly - 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 SPED 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.

Regina Wimberly: 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
Yisel Alvarez: Reading Teacher

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

The School's Leadership Team, strategically integrates various programs in order to identify and align available resources 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. 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

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 SPED 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.

2. Rtl 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.

3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to the students' needs. Rtl 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 Rtl 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.

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, ELL
- ? 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 ELL and content area teachers
- coaching and mentoring for ELL 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 2016-2017 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 its own nutrition 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 healthy food and beverage 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 state's websites - Florida Shines/My Career Shines, and FACTS (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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maritza Aragon	Principal
Mina Mandel	Business/Community
Jonathan Martinez	Business/Community
Leisy Reitz	Principal
Regina Wimbelry	Teacher
Alexsa Mattar	Parent
Kathy Castillo	Parent
Mariluz Toledo	Parent
Claudia David	Parent
Odalys Santa	Parent
Yanelly Pavon	Education Support Employee
Jorge Lorenzo	Education Support Employee
Valentina Gaviria-David	Student
Emily Martin	Student
Emily Martinez	Student
Janira Gallego	Teacher
Krystell Gutierrez	Teacher
Mary Montoro	Teacher
Carmen Oramas	Teacher

b. Duties

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

a. 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.

b. 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 09/30/16. 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 2015-2016 FCAT and current 2015-2016 FSA and EOC data to determine appropriateness of the plan 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.

c. 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 second EESAC meeting will include a review of the updated SIP. Our school plans to allocate the SAC funds, to the purchasing the Typing PAL program to assist students with keyboarding skills and will survey the teachers for suggestions on how to disburse the remainder of the funds. The teachers needs survey will be presented to the ESSAC committee for a vote.

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

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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Aragon, Maritza	Principal
Reitz, Leisy	Assistant Principal
Corcho, Jacqueline	Other
Acosta, Rosa	Other
Espinosa, Ericka	School Counselor
Setticase, Nicole	School Counselor
Portela, Alejandro	Other
Rodriguez, Carlos	Other
Wimberly, Regina	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Rtl 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: Regina Wimberly - 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.

Regina Wimberly: 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
Yisel Alvarez: Reading Teacher

D. Public and Collaborative Teaching

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

1. 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.

2. 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. District and in-house professional development workshops/trainings are provided and supported, as well as a mentoring program for new teachers, in order to develop and retain highly qualified teachers.

3. 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 veteran teachers that have shown exceptional teaching practices with newer teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 ELL/SPED 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.

b. Instructional Strategies

1. 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 assess 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, Reflex Math, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students.

2. 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

Increased instructional Time:

Teachers will provide tutoring to students after-school twice a week from 3:30 to 4:30. This will afford students additional time and opportunities to learn and practice skills taught during the regular school day. The tutors will use a sequenced set of activities designed to achieve skill objectives. In addition, they will implement targeted explicit lessons using active forms of learning to help students develop and reinforce learning. One benefit of afterschool tutoring is that tutors will be able to teach strategies during their tutoring sessions and that students can then immediately apply these strategies as they work on their homework practice assignments. The tutors are able to provide immediate feedback and clarification, if needed.

Increased instructional Quality

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. 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 in addition to professional development. 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)

- Core Academic Instruction
- Enrichment

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 both the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS), in addition to the Next Generation Sunshine State Standards (NGSS) for Science
- Refining the teacher's understanding of the areas where students are struggling or succeeding.
- Customizing instruction for student achievement.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

Strategic Goals Detail

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

G1. Our goal is to increase student achievement by improving core instruction in all content areas. 1a

G087646

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	96.0
ELA Achievement District Assessment	65.0
FSA ELA Achievement	65.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
CELLA Listening/Speaking Proficiency	67.0
CELLA Reading Proficiency	35.0
Middle School Participation in EOC and Industry Certifications	96.0
FSA Mathematics Achievement	77.0
Math Lowest 25% Gains	75.0
Math Gains	84.0
FCAT 2.0 Science Proficiency	70.0
Bio I EOC Pass	96.0
CELLA Writing Proficiency	41.0
Geometry EOC Pass Rate	70.0
Civics EOC Pass	45.0

Targeted Barriers to Achieving the Goal 3

- Students have a limited exposure to Informational text structures and organizational patterns. A deficiency in comprehension of complex text due to lack of the student's exposure to multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Students need additional strategies to identify knowledge and ideas presented across multiple text and instruction on how to integrate those concepts to explain explicit and implicit details that are drawn from the text.
- Lack of instructional continuity of vocabulary strategies in the core instruction

Resources Available to Help Reduce or Eliminate the Barriers 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, iReady, and Collections 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

- 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 (Mc Graw-Hill Reading Wonders), with leveled readers
- Reflex Math
- IStation - Intervention Software
- Administrative Team Data Chats with Teachers

Plan to Monitor Progress Toward G1. 8

Monitor for student progress through the various reports from the different research based instructional programs and software. (i-Ready, Imagine Learning, Achieve 3000, Reflex Math, and IXL)

Person Responsible

Regina Wimberly

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

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

G087646

G1.B1 Students have a limited exposure to Informational text structures and organizational patterns. A deficiency in comprehension of complex text due to lack of the student's exposure to multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 2

B232989

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

S245941

Strategy Rationale

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

Action Step 1 5

Teachers will be informed of and guided in implementing various strategies on how to explicitly instruct students on multiple methods and skills available to enhanced the comprehension of informational text.

Person Responsible

Regina Wimberly

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Materials with informational text will be provided to teachers across grade levels and content areas through Professional Development sessions. The evidence will be the PD agendas and sign in sheets

Action Step 2 5

All teachers will meet with their grade level and content area colleagues to discuss and reflect on the implementation of instructional strategies and activities to increase the use of informational text in their content area.

Person Responsible

Regina Wimberly

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

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

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

Regina Wimberly

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

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

Regina Wimberly


Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

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

G1.B1.S2 In science, students will be exposed to instructional strategies and activities pertaining to the comprehension of scientific information and ideas in Informational Text. 4

 S245942

Strategy Rationale

By the end of the year, students should be able to read and comprehend informational texts, including science texts.

Action Step 1 5

Students will have multiple opportunities to practice explaining the relationship between a series of scientific ideas and concepts, or the steps in a technical procedures in a text, using academic language that pertains to cause/effect, time, and sequence.

Person Responsible

Jennifer Fernandez

Schedule

Biweekly, from 9/5/2016 to 6/9/2017

Evidence of Completion

The person responsible is a member of the planning team, who will reach out to the science teachers to explain this action step and ask for their participation. This member of the planning team will conduct lesson plan and data binders checks, as well as classroom observations/walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The person responsible is a member of the planning team, who will reach out to the science teachers to explain this action step and ask for their participation. This member of the planning team will conduct lesson plan and data binders checks, as well as classroom observations/walkthroughs.

Person Responsible

Jennifer Fernandez

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Lesson plans and classroom observations/walkthroughs documentation. The classroom observations/walkthroughs will show the usage of the instructional strategies and activities discussed in PD and meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The person responsible will discuss the method of aligning their classroom assignments to the Florida Standards. 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

Jennifer Fernandez


Schedule

Quarterly, from 9/5/2016 to 6/9/2017


Evidence of Completion

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

G1.B2 Students need additional strategies to identify knowledge and ideas presented across multiple text and instruction on how to integrate those concepts to explain explicit and implicit details that are drawn from the text. **2**

 B232990

G1.B2.S1 Teachers will be instructed on effective methods to teach students to organize and draw conclusions from the information they have gathered from multiple sources. **4**

 S245943

Strategy Rationale

By the end of the year, students should be able to read and comprehend multiple sources on the same topic, and write explicitly about that topic.

Action Step 1 **5**

Students will use district and teacher created writing prompts, with guidance from the grade specific curriculum to practice writing on topics drawing knowledge and ideas from multiple texts, supporting a point of view with text based evidence.

Person Responsible

Regina Wimberly

Schedule

Weekly, from 10/14/2016 to 5/31/2017

Evidence of Completion

The person responsible is a member of the planning team, who will reach out to the reading teachers to explain this action step and ask for their participation. This member of the planning team will conduct lesson plan and data binders checks, as well as classroom observations/walkthroughs. The lesson plans should align with the Florida Standards.

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

The person responsible for monitoring fidelity will support teachers with implementing instructional strategies and activities. The person responsible will encourage participation in professional development writing opportunities. The person responsible will conduct lesson plan and classroom observations/walkthroughs.

Person Responsible

Regina Wimberly

Schedule

Quarterly, from 8/24/2016 to 6/9/2017

Evidence of Completion

Lesson plans and classroom observations/walkthroughs documentation. The lesson plans should align with the Florida Standards. The classroom observations/walkthroughs will show the usage of the instructional strategies and activities for writing.

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

The person responsible will discuss the method of aligning their classroom assignments to the Florida Standards. Student writing samples will be analyzed by the classroom teacher to make instructional decisions and the leadership team to make school wide decisions.

Person Responsible

Regina Wimberly

Schedule

Quarterly, from 8/22/2016 to 6/9/2017


Evidence of Completion

Student folders will hold student writing samples that are aligned to the Florida Standards.

G1.B3 Lack of instructional continuity of vocabulary strategies in the core instruction **2**

 B232991

G1.B3.S1 Teachers will use the Frayer Model to assist students with expanding their knowledge of core instruction vocabulary in all content areas. **4**

 S245944

Strategy Rationale

The Frayer Model is a instructional strategy for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. It give students an opportunity to communicate their understanding and to make connections by providing examples and non-examples from their own experiences.

Action Step 1 **5**

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions, and definitions to assist them in acquisition of new vocabulary terms.

Person Responsible

Regina Wimberly

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Student interactive notebooks with Frayer Model strategy samples, and weekly vocabulary assessments

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

Classroom vocabulary assessments will be reviewed along with I-Ready reports to track progress and make adjustments to instructional practices as needed. Grade level mentors will support teaches in the instructional planning process.

Person Responsible

Regina Wimberly

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Students' performance on weekly classroom assessments, I-Ready Needs Analysis report, Interim Assessments, and 2016-2017 FSA results

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

Literacy Team will review the results of classroom assessment, formal observations, interim assessments, and I-Ready reports to determine the effectiveness of the strategy.

Person Responsible

Regina Wimberly

Schedule





Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

Results of classroom formative and summative assessments, teacher observations forms, interim assessments, and I-Ready reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1  A318578	Students will use district and teacher created writing prompts, with guidance from the grade...	Wimberly, Regina	10/14/2016	The person responsible is a member of the planning team, who will reach out to the reading teachers to explain this action step and ask for their participation. This member of the planning team will conduct lesson plan and data binders checks, as well as classroom observations/walkthroughs. The lesson plans should align with the Florida Standards.	5/31/2017 weekly
G1.MA1  M331917	Monitor for student progress through the various reports from the different research based...	Wimberly, Regina	10/3/2016	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.	6/2/2017 quarterly
G1.B1.S1.A1  A318575	Teachers will be informed of and guided in implementing various strategies on how to explicitly...	Wimberly, Regina	10/3/2016	Materials with informational text will be provided to teachers across grade levels and content areas through Professional Development sessions. The evidence will be the PD agendas and sign in sheets	6/2/2017 weekly
G1.B1.S1.MA1  M331909	The person responsible will discuss the method of aligning their classroom assignments to the...	Wimberly, Regina	9/5/2016	The person responsible will keep records of each classroom observation, lesson plan and data binder check. The teachers data binder will include student scores from assessments aligned to the Florida Reading Standards for Informational Text.	6/9/2017 quarterly
G1.B1.S1.MA1  M331910	The person responsible will conduct lesson plan and classroom observations/walkthroughs. The person...	Wimberly, Regina	9/5/2016	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.	6/9/2017 quarterly
G1.B1.S1.A2  A318576	All teachers will meet with their grade level and content area colleagues to discuss and reflect on...	Wimberly, Regina	9/5/2016	Grade level/content area sign-in sheets and meeting agendas.	6/9/2017 quarterly
G1.B2.S1.MA1  M331913	The person responsible will discuss the method of aligning their classroom assignments to the...	Wimberly, Regina	8/22/2016	Student folders will hold student writing samples that are aligned to the Florida Standards.	6/9/2017 quarterly
G1.B2.S1.MA1  M331914	The person responsible for monitoring fidelity will support teachers with implementing...	Wimberly, Regina	8/24/2016	Lesson plans and classroom observations/walkthroughs documentation. The lesson plans should align with the Florida Standards. The classroom observations/walkthroughs will show the usage of the instructional strategies and activities for writing.	6/9/2017 quarterly
G1.B3.S1.MA1  M331915	Literacy Team will review the results of classroom assessment, formal observations, interim...	Wimberly, Regina	9/5/2016	Results of classroom formative and summative assessments, teacher observations forms, interim assessments, and I-Ready reports.	6/9/2017 quarterly
G1.B3.S1.MA1  M331916	Classroom vocabulary assessments will be reviewed along with I-Ready reports to track progress and...	Wimberly, Regina	9/5/2016	Students' performance on weekly classroom assessments, I-Ready Needs Analysis report, Interim Assessments, and 2016-2017 FSA results	6/9/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1  A318579	Students will analyze the meanings of new vocabulary words and create personal visual images,...	Wimberly, Regina	9/5/2016	Student interactive notebooks with Frayer Model strategy samples, and weekly vocabulary assessments	6/9/2017 quarterly
G1.B1.S2.MA1  M331911	The person responsible will discuss the method of aligning their classroom assignments to the...	Fernandez, Jennifer	9/5/2016	The person responsible will keep records of each classroom observation, lesson plan and data binder check. The data binder will hold student scores from assessments aligned to the Florida Standards.	6/9/2017 quarterly
G1.B1.S2.MA1  M331912	The person responsible is a member of the planning team, who will reach out to the science teachers...	Fernandez, Jennifer	9/5/2016	Lesson plans and classroom observations/walkthroughs documentation. The classroom observations/walkthroughs will show the usage of the instructional strategies and activities discussed in PD and meetings.	6/9/2017 quarterly
G1.B1.S2.A1  A318577	Students will have multiple opportunities to practice explaining the relationship between a series...	Fernandez, Jennifer	9/5/2016	The person responsible is a member of the planning team, who will reach out to the science teachers to explain this action step and ask for their participation. This member of the planning team will conduct lesson plan and data binders checks, as well as classroom observations/walkthroughs.	6/9/2017 biweekly

V. Professional Development Opportunities

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

G1. Our goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Students have a limited exposure to Informational text structures and organizational patterns. A deficiency in comprehension of complex text due to lack of the student's exposure to multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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 informed of and guided in implementing various strategies on how to explicitly instruct students on multiple methods and skills available to enhanced the comprehension of informational text.

Facilitator

Ms.Wimberly (Reading Coach) and I-Ready PD representative

Participants

All content area teachers

Schedule

Weekly, from 10/3/2016 to 6/2/2017

G1.B2 Students need additional strategies to identify knowledge and ideas presented across multiple text and instruction on how to integrate those concepts to explain explicit and implicit details that are drawn from the text.

G1.B2.S1 Teachers will be instructed on effective methods to teach students to organize and draw conclusions from the information they have gathered from multiple sources.

PD Opportunity 1

Students will use district and teacher created writing prompts, with guidance from the grade specific curriculum to practice writing on topics drawing knowledge and ideas from multiple texts, supporting a point of view with text based evidence.

Facilitator

Participants

Schedule

Weekly, from 10/14/2016 to 5/31/2017

G1.B3 Lack of instructional continuity of vocabulary strategies in the core instruction

G1.B3.S1 Teachers will use the Frayer Model to assist students with expanding their knowledge of core instruction vocabulary in all content areas.

PD Opportunity 1

Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions, and definitions to assist them in acquisition of new vocabulary terms.

Facilitator

Regina Wimberly

Participants

K-8 Teachers

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be informed of and guided in implementing various strategies on how to explicitly instruct students on multiple methods and skills available to enhanced the comprehension of informational text.				\$94,853.73
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1020 - Youth Co Op Charter School	General Fund		\$7,649.20
			<i>Notes: Wonders Curriculum</i>			
			1020 - Youth Co Op Charter School	General Fund		\$2,750.00
			<i>Notes: Go Math</i>			
			1020 - Youth Co Op Charter School	General Fund		\$1,344.53
			<i>Notes: Science Curriculum</i>			
			1020 - Youth Co Op Charter School	School Improvement Funds		\$25,910.00
			<i>Notes: I-Ready Program and Professional Development</i>			
			1020 - Youth Co Op Charter School	Title I, Part A		\$52,262.00
			<i>Notes: Reading Coach salary</i>			
			1020 - Youth Co Op Charter School	Title I, Part A		\$4,938.00
			<i>Notes: IXL - Language Arts and Math</i>			
2	G1.B1.S1.A2	All teachers will meet with their grade level and content area colleagues to discuss and reflect on the implementation of instructional strategies and activities to increase the use of informational text in their content area.				\$0.00
3	G1.B1.S2.A1	Students will have multiple opportunities to practice explaining the relationship between a series of scientific ideas and concepts, or the steps in a technical procedures in a text, using academic language that pertains to cause/effect, time, and sequence.				\$0.00
4	G1.B2.S1.A1	Students will use district and teacher created writing prompts, with guidance from the grade specific curriculum to practice writing on topics drawing knowledge and ideas from multiple texts, supporting a point of view with text based evidence.				\$0.00
5	G1.B3.S1.A1	Students will analyze the meanings of new vocabulary words and create personal visual images, descriptions, and definitions to assist them in acquisition of new vocabulary terms.				\$0.00
Total:						\$94,853.73