

Miami-Dade County Public Schools

Youth Co Op Charter School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 17 |
| Title I Requirements | 24 |
| Budget to Support Goals | 26 |

Youth Co Op Charter School

7700 W 20TH AVE, Hialeah, FL 33016

maragon@dadeschools.net

Demographics

Principal: Maritza Aragon

Start Date for this Principal: 8/19/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 83% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (63%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: A (62%) 2014-15: A (64%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 17 |
| Title I Requirements | 24 |
| Budget to Support Goals | 26 |

Youth Co Op Charter School

7700 W 20TH AVE, Hialeah, FL 33016

maragon@dadeschools.net

School Demographics

| | | |
|--|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p> | <p>2018-19 Title I School</p> <p>Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>81%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>Yes</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p> |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | A | B | B | A |

School Board Approval

N/A

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Aragon, Maritza | 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; 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 databased 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. |
| Reitz, Leisy | Assistant Principal | 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. |
| Portela, Alejandro | Assistant Principal | 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. |
| Arminana, Denise | Instructional Coach | 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. |
| Corcho, Jacqueline | Other | Exceptional Student Education (SPED)/Gifted/RTI Chair: 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. |
| Lozano, Yamilieth | School Counselor | School Counselor: Provide academic, social/personal, career counseling to all students. Provides outside community resources to families. Monitors attendance, behavior and student academic progress. |

| Name | Title | Job Duties and Responsibilities |
|---------------------|------------------|--|
| Pavon, Yanelly | Other | CAP Adviser: Meets with middle school accelerated students to ensure they understand the how to monitor and maintain their high school GPA and progression plan. Serves as a resource for the 8th grade students and their parents as they prepare to enter high school. |
| Acosta, Rosa | Other | ELL Coordinator - Responsible for monitoring the progress of the ELL population. Coordinator will test students throughout the year and hold LEP meetings as necessary. |
| Fernandez, Jennifer | Other | 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. |
| Velar, Mary | Other | STEAM Coordinator: Serves as the lead at the school site that facilitates and documents community partnerships, events, artifacts, and evidence to quantify the level of integration among STEAM/STEM disciplines. Serves as the key point of contact for the school and the Cognia STEM Certification process. |
| Rodriguez, Carlos | Other | Activities Director: Designs, implements, and supervises extracurricular programs and activities within the school. Aside from planning and overseeing extracurricular programs, they are responsible for managing the school calendar, supervising fundraisers, and approving field trips. |
| Espinosa, Ericka | School Counselor | School Counselor: Provide academic, social/personal, career counseling to all students. Provides outside community resources to families. Monitors attendance, behavior and student academic progress. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|-----|-----|-----|-----|-----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 72 | 72 | 74 | 125 | 120 | 116 | 127 | 106 | 92 | 0 | 0 | 0 | 0 | 904 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 8 | 11 | 17 | 14 | 12 | 0 | 0 | 0 | 0 | 62 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

Prior Year - Updated

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 | 0 | 0 | 0 | 1 | 8 | 5 | 9 | 8 | 0 | 0 | 0 | 0 | 31 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 9 | 34 | 28 | 21 | 29 | 0 | 0 | 0 | 0 | 124 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 3 | 12 | 36 | 33 | 25 | 36 | 0 | 0 | 0 | 0 | 146 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 65% | 63% | 61% | 59% | 59% | 57% |
| ELA Learning Gains | 63% | 61% | 59% | 59% | 59% | 57% |
| ELA Lowest 25th Percentile | 53% | 57% | 54% | 51% | 55% | 51% |
| Math Achievement | 66% | 67% | 62% | 56% | 62% | 58% |
| Math Learning Gains | 56% | 63% | 59% | 49% | 60% | 56% |
| Math Lowest 25th Percentile | 56% | 56% | 52% | 46% | 52% | 50% |
| Science Achievement | 57% | 56% | 56% | 46% | 53% | 53% |
| Social Studies Achievement | 86% | 80% | 78% | 81% | 75% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|---------|---------|---------|---------|---------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Number of students enrolled | 72 (0) | 72 (0) | 74 (0) | 125 (0) | 120 (0) | 116 (0) | 127 (0) | 106 (0) | 92 (0) | 904 (0) |
| Attendance below 90 percent | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 (0) |
| One or more suspensions | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 1 (0) | 2 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 5 (0) | 0 (0) | 5 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 0 (0) | 8 (0) | 11 (0) | 17 (0) | 14 (0) | 12 (0) | 62 (0) |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 73% | 60% | 13% | 58% | 15% |
| | 2018 | 75% | 61% | 14% | 57% | 18% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 63% | 64% | -1% | 58% | 5% |
| | 2018 | 57% | 60% | -3% | 56% | 1% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -12% | | | | |
| 05 | 2019 | 61% | 60% | 1% | 56% | 5% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 58% | 59% | -1% | 55% | 3% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 4% | | | | |
| 06 | 2019 | 59% | 58% | 1% | 54% | 5% |
| | 2018 | 49% | 53% | -4% | 52% | -3% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | 1% | | | | |
| 07 | 2019 | 66% | 56% | 10% | 52% | 14% |
| | 2018 | 61% | 54% | 7% | 51% | 10% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 17% | | | | |
| 08 | 2019 | 64% | 60% | 4% | 56% | 8% |
| | 2018 | 71% | 59% | 12% | 58% | 13% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 77% | 67% | 10% | 62% | 15% |
| | 2018 | 81% | 67% | 14% | 62% | 19% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 63% | 69% | -6% | 64% | -1% |
| | 2018 | 62% | 68% | -6% | 62% | 0% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | -18% | | | | |
| 05 | 2019 | 62% | 65% | -3% | 60% | 2% |
| | 2018 | 55% | 66% | -11% | 61% | -6% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 63% | 58% | 5% | 55% | 8% |
| | 2018 | 55% | 56% | -1% | 52% | 3% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 8% | | | | |
| 07 | 2019 | 56% | 53% | 3% | 54% | 2% |
| | 2018 | 36% | 52% | -16% | 54% | -18% |
| Same Grade Comparison | | 20% | | | | |
| Cohort Comparison | | 1% | | | | |
| 08 | 2019 | 51% | 40% | 11% | 46% | 5% |
| | 2018 | 39% | 38% | 1% | 45% | -6% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 15% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 57% | 53% | 4% | 53% | 4% |
| | 2018 | 52% | 56% | -4% | 55% | -3% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 48% | 43% | 5% | 48% | 0% |
| | 2018 | 46% | 44% | 2% | 50% | -4% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -4% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 68% | 32% | 67% | 33% |
| 2018 | 100% | 65% | 35% | 65% | 35% |
| Compare | | 0% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 85% | 73% | 12% | 71% | 14% |
| 2018 | 74% | 72% | 2% | 71% | 3% |
| Compare | | 11% | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 94% | 63% | 31% | 61% | 33% |
| 2018 | 81% | 59% | 22% | 62% | 19% |
| Compare | | 13% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 54% | 46% | 57% | 43% |
| 2018 | 75% | 54% | 21% | 56% | 19% |
| Compare | | 25% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 21 | 44 | 50 | 32 | 44 | 30 | | | | | |
| ELL | 57 | 61 | 52 | 60 | 54 | 50 | 54 | 76 | 45 | | |
| BLK | 55 | | | 64 | | | | | | | |
| HSP | 65 | 63 | 54 | 66 | 57 | 57 | 57 | 87 | 67 | | |
| FRL | 63 | 60 | 50 | 63 | 55 | 54 | 55 | 86 | 61 | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 24 | 43 | | 24 | 36 | | | | | | |
| ELL | 52 | 53 | 44 | 57 | 53 | 48 | 35 | 63 | | | |
| BLK | 50 | | | 40 | | | | | | | |
| HSP | 64 | 58 | 43 | 60 | 49 | 44 | 54 | 80 | 66 | | |
| FRL | 63 | 58 | 42 | 58 | 49 | 43 | 50 | 80 | 61 | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 27 | 45 | 38 | 14 | 42 | | | | | | |
| ELL | 44 | 52 | 49 | 49 | 48 | 47 | 16 | 55 | | | |
| BLK | 70 | | | 60 | | | | | | | |
| HSP | 59 | 58 | 50 | 56 | 49 | 45 | 45 | 81 | 66 | | |
| FRL | 56 | 58 | 51 | 53 | 48 | 46 | 42 | 78 | 68 | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 64 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 66 |
| Total Points Earned for the Federal Index | 635 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 37 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 58 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 60 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 64 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|-----|
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 61 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on the 2018-2019 school-year data, the most critical area of focus is the academic achievement level of the subgroup of students with disabilities. Our current achievement level is 37% proficiency. The ESSA Federal Index level required is 41% proficiency. The factor that we believe contributed to this outcome is that students need additional strategies to identify the main idea and key details in the text, as well as, 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. Monitoring student progress towards mastery of these skills will help to reduce this barrier and allow for increased levels of achievement.

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

While the 8th-grade reading proficiency rate showed the greatest decline from the prior year when compared to the same grade proficiency rates, the overall reading proficiency rates for all student have increased during this same time. A deficiency in the comprehension of complex text is believed to be an important factor that contributed to the decline in 8th-grade student achievement. This deficiency stems from limited exposure to text presented in a variety of formats (e.g., visually, or quantitatively). The students also lack the comprehension skills and problem-solving strategies that will allow them to think critically about a text.

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

The data component that has the greatest gap when compared to the state average is the math learning gains, The state percentage of student who made learning gains is 59% and the school's percentage is 56%,

This gap is due to the students' need for additional support in developing number sense (ability to sense of what numbers mean, understand their relationship to one another, able to perform mental math, understand symbolic representations, and the ability to use those numbers in real-world situations)

Another factor that contributed to the issue is the students' deficiency in comprehending math

vocabulary, limited comprehension of math word problems, and limited exposure to critical thinking strategies that are based on an interactive real-world application.

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

The math learning gains for the lowest 25 percentile of students showed the most improvements from the previous school year. The school added a math coach to help teachers to increase student understanding of number sense and to build teacher knowledge of best practices for math instruction. The teachers met weekly with the coach to determine best practices to build student numbers and numerical relationships. The teachers attended professional development aimed at using data to inform instruction and using collaborative strategies to promote math discussion/critical thinking. In addition, the math team has created and implemented in-house math competitions, in addition to participating in district-wide competitions such as SECME and Math Bowl.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Through the early warning systems (EWS) data we have identified students exhibiting signs that they are at-risk for adverse outcomes. Schools counselors, along with the leadership team will continue to monitor students identified as at-risk on an ongoing basis and provide supports to students based on the following indicators:

- Attendance below 90% for any reason including excused absences and suspensions
- One or more suspensions whether in-school or out-of-school

Through the implementation of our MTSS monthly collaboration meetings we have been able to reduce these numbers but would like to see them further reduced.

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

1. The most critical area of focus is the academic achievement level of the subgroup of students with disabilities.
2. The mathematics and English Language Arts academic achievement levels of the lowest 25% of students is another area that needs focused attention
3. The science academic achievement levels of the 5th and 8th-grade students is an area of focus. (Although Science proficiency increased for both of these grade levels and they are higher than the district and state levels 57% and 48% are well below the school's goals of 75% on all subject areas.
4. The mathematics proficiency levels of all students is another area of focus.

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|--|
| #1 | |
| Title | Based on the 2018-2019 school-year data, the most critical area of focus is the academic achievement level of the subgroup of students with disabilities. |
| Rationale | There are two evidenced-based strategies that will be implemented to increase the achievement levels of these students. The school will provide differentiated instruction and regular progress monitoring. To reach this goal, educators need tools to help them identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. |
| State the measurable outcome the school plans to achieve | The expected outcome of the targeted intervention is to increase the current level of achievement for this subgroup of students. The current level is 37% proficiency and the goal is for 50 % proficiency in ELA achievement. This will meet and exceed the ESSA Federal Index levels required. |
| Person responsible for monitoring outcome | Leisy Reitz (lreitz@dadeschools.net) |
| Evidence-based Strategy | Diagnostic assessments, and FSA or SAT scores will be used to establish each student's initial academic level. Teachers will continue to monitor acquisition of the skills taught by conducting formal and informal assessments in class on a weekly basis to assess the student's mastery of the week's standards. This data will be used to determine where or if adjustments are needed. All teachers document their student grouping and differentiated learning activities in their weekly lesson plans. K-5 Reading teacher will 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 will utilize various online instructional programs, such as I-Ready, Thinkcentral, Wonders, Reflex Math, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students. |
| Rationale for Evidence-based Strategy | Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. Researchers have concluded that effective student progress monitoring supports regular education students and special education students in inclusive classrooms. Using student progress monitoring with larger groups requires extra effort but is worth the effort because it can help to ensure that all students reach high standards. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Ensure implementation of a school-wide progress monitoring plan 2. Provide additional support for teachers and students using interventionists, ESE Specialist, and Instructional Coach 3. Conduct periodic walkthroughs and observations to monitor implementation of the plan. 4. Regularly review evidence such as; student assessment data, lesson plans, observations, and student work. 5. Debrief observations and evidence findings with teachers and plan changes as needed. |
| Person Responsible | Leisy Reitz (lreitz@dadeschools.net) |

| | |
|---|--|
| #2 | |
| Title | The mathematics and English Language Arts academic achievement levels of the lowest 25% of students is an area of focus. |
| Rationale | We have identified math and reading learning gains for the lowest 25th percent of students as an area of focus. Fifty-three percent of this population of students achieved learning gains in reading which is below the district (57%) and the state (54%) levels. This rate is also below the school-wide rate of 63% for learning gains of all student in the ELA content. In addition, 56% of this population of students achieved learning gains in the area of mathematics. Although this is comparable to the district (56%) and state (52%) levels, it is well below the overall percentage of students who achieved learning gains, (66%). |
| State the measurable outcome the school plans to achieve | The expected outcome of this target intervention is to increase the level of achievement for all of the students in the lowest 25th percentile. This goal is to reach 70% in both reading and math. |
| Person responsible for monitoring outcome | Leisy Reitz (lreitz@dadeschools.net) |
| Evidence-based Strategy | <p>1. Common/shared planning times will be provided in the school schedule to facilitate collaboration and sharing of best practices and effective strategies. Kindergarten through 5th-grade teacher will meet in grade-level groups and 6th through 8th-grade teachers will meet in content area groups.</p> <p>2. Diagnostic assessments, and FSA or SAT scores will be used to establish each student's initial academic level. All teachers will document student grouping and differentiated learning activities in their weekly lesson plans. K-5 Reading teacher will 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 curriculum to meet the needs of their intensive reading students. Teachers will utilize various online instructional programs, such as I-Ready, Thinkcentral, Wonders, Reflex Math, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students.</p> |
| Rationale for Evidence-based Strategy | <p>Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together.</p> <p>As stated before, research has demonstrated that when teachers implement student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. Furthermore, effective student progress monitoring supports all students.</p> |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. The Lead Teachers and Instructional Specialist will work closely with teachers to provide guidance, model lessons, lesson plan, and discuss concerns regarding 2. Conduct periodic walkthroughs and observations to monitor implementation of the plan. 3. Regularly review evidence such as; student assessment data, lesson plans, observations, and student work. 4. Ensure implementation of a school-wide progress monitoring plan |

5. Create a school schedule that includes time for common/shared planning for all teachers.

Person Responsible Leisy Reitz (lreiz@dadeschools.net)

| | |
|---|--|
| #3 | |
| Title | The mathematics proficiency levels of all students is another area of focus. |
| Rationale | The mathematics achievement level for the 2018-2019 school year was 66%. The district and the states were 67% and 62% respectively. The two grade levels that negatively affected the school percentage were 4th and 5th grade. These teams of teachers were new to teaching the subject area at that time. |
| State the measurable outcome the school plans to achieve | The expected outcome is to increase the level of achievement for all students in this content area. The current level of proficiency is at 66%, The end of the year goal is for 70% of our students to be proficient in this area. This goal will meet and exceed the district and state levels. |
| Person responsible for monitoring outcome | Leisy Reitz (lreitz@dadeschools.net) |
| Evidence-based Strategy | <p>Rigorous lessons - 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 and needs through the use of technology, visuals, differentiated instructional grouping, multi-sensory, and ELL/SPED strategies.</p> <p>Professional Development - The Instructional Coach will continue to provide teachers with effective professional development and alert them to relevant district-provided professional development workshop. Instructional staff will receive training regarding the use of the CPALMS, Gizmos, Nearpod, Edgenuity, UpSmart, CRISS/Recipicol teaching strategies, Interactive Notebooks, and many more topics as needed.</p> <p>Student Engagement/Problem-Based Learning - STEAM is being used to teach academic and life skills in a standards-driven, real-world based, exploratory learning environment.</p> |
| Rationale for Evidence-based Strategy | <p>Teachers must be lifelong learners, particularly in today's changing world of ever-emerging technologies. Professional development allows teachers to develop new skills while also honing and improving old skills. It allows both new and veteran teachers alike to strive toward subject-matter mastery.</p> <p>Problem Based Learning helps prepare students to survive in today's world. Solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem-solving, research gathering, time management, information synthesizing, utilizing high tech tools). PBL is also useful in engaging students and retention of new knowledge.</p> |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Ensure implementation of a school-wide progress monitoring plan 2. Provide additional support for teachers and students using math department leader and instructional coach 3. Conduct periodic walkthroughs and observations to monitor implementation of the plan. 4. Regularly review evidence such as; student assessment data, lesson plans, observations, and student work. 5. Debrief observations and evidence findings with teachers and plan changes as needed. |
| Person Responsible | Leisy Reitz (lreitz@dadeschools.net) |

| | |
|------------------|---|
| #4 | |
| Title | The science academic achievement levels of the 5th and 8th-grade students is an area of focus. |
| Rationale | Although Science proficiency increased for both of these grade levels and they are higher than the district and state levels 57% and 48% are well below the school's goals of 75% in all subject areas. |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | The expected outcome is to increase the level of achievement for all students in this content area. The current level of proficiency is at 57% in 5th grade and 48% in 8th grade, The end of the year goal is for 70% of our students to be proficient in this area. |
| Person responsible for monitoring outcome | Leisy Reitz (lreitz@dadeschools.net) |
| Evidence-based Strategy | Professional development workshops regarding problem-based learning, technology integration (SAMR), student engagement, Recipricol Teaching, and interactive notebooks, which are designed to help teachers to increase student comprehension of informational text. The teachers will implement STEAM-based lessons to incorporate problem-solving and critical thinking skills The reading and social science teachers will integrate problem-based learning and teach the engineering process through novels using novel engineering studies. Teachers will conduct data chats with students to increase student ownership of their own learning. Student journals, lesson plans, and classroom observations/walkthrough documentation will demonstrate the level of implementation of effective instructional strategies and activities. |
| Rationale for Evidence-based Strategy | Problem based learning allows students to take an active role in solving problems that are posed by the instructor. This leads to active learning, which is widely recognized as a tool to enhance motivation, depth, and persistence of learning. |

| | |
|---------------------------|---|
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Ensure implementation of a school-wide progress monitoring plan, data chats, STEAM, and PBL 2. Provide additional support for teachers and students using department chairperson and instructional coach 3. Conduct periodic walkthroughs and observations to monitor implementation of the plan. 4. Regularly review evidence such as; student assessment data, lesson plans, observations, and student work. 5. Debrief observations and evidence findings with teachers and plan changes as needed. |
| Person Responsible | Leisy Reitz (lreitz@dadeschools.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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.

The school counselors and reading coach meet with the leadership team on a biweekly 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 (RTI) 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 with a student who has a possibility of failing one or more classes and/or have been previously retained in order to provide effective study skills and academic support. Classroom teachers will analyze data to group their students according to the 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 in grades K-8 will use I-Ready diagnostic and instruction to fill any gaps in student skills. The middle school intensive math teachers will use the Edgenuity, and UpSmart, computer-based program and instruction to help meet the needs of the students. All math teachers will implement Reflex math as a resource for students who need assistance with math fact fluency skills. 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.

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 per subject area. Grade level and/or subject area meetings take place throughout the year to provide a forum for discussion and curriculum planning. Every effort has been made to create common planning periods to allow teachers in similar content areas the ability to meet consistently to discuss, data, curriculum, and group goals. Our STEAM initiative includes curriculum integration, which is achieved through teacher collaboration in all of the STEAM content area disciplines. STEAM teachers form teams to help facilitate STEAM competitions and EXPO nights at the school.

Teacher positions are advertised online at teacherteachers.com, Indeed, Handshake.com, and college job fairs. 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 inhouse professional development workshops/training are provided and supported, as well as a mentoring program for new teachers, in order to develop and retain highly qualified teacher

Department leaders and the instructional coach will provide:

- 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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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. 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. YCCS encourages parental engagement the title I School-Parent Compact and Title I Parent and Family Engagement Plan (PFEP), Title I Orientation Meeting and Open House.

The school conducts parent surveys to determine the specific needs of parents and schedules workshops during flexible times to accommodate the parents' schedule as part of the school's goal to empower parents and build their capacity for involvement. the school completes the Title I Administration Parental Involvement Quarterly School Reports (FM-6914 Rev. 06-08), the Title I Parental Involvement Quarterly Activities Report (FM-6913 03-07), and the Title I Administration. Additional academic and support services are also provided to students and families of the Migrant population as applicable.

Partnerships have been formed with organizations such as Florida International University, The Everglades Foundation, Fairchild Tropical Gardens, and The Frost Museum. In addition, our school provides a forum for members of the community through the Educational Excellence School Advisory Council. Fundraising, and School events. Our School Community Specialist contacts community members to invite them to participate in school-wide events. 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.

PFEP Link

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

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

School counselors conduct individual and group counseling, on a need basis. School counselors also schedule times for classroom presentations, as well as assemblies based on the needs of the students. Some assemblies held include red ribbon week, antibullying 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.

The counselors, ESE specialist, and RTI coordinator make up the Multi-Tiered System of Supports (MTSS) team, which meets with teachers in each grade level once a month to review student academic and behavioral needs. The counselors implement the Sanford Harmony social-emotional learning curriculum for grades K-5 and Lawrence Kids curriculum for middle school students. These programs are meant to serve as resources for preventive measures that allow the teachers and all faculty to work together to mitigate issues and ensures students' needs met.

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 deliver a presentation to all students explaining the different levels of behavior with the corresponding consequences, stated in the Code of Conduct. The school leadership team meets monthly to analyze data and monitor the state of the school climate.

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. During Open House parents are introduced to teachers, the Community Involvement Specialist, and administrators. Parents are informed of 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) and i-Ready diagnostic assessments are administered to track student standards/benchmark mastery. The results are shared with parents promptly. Instructional decisions are made utilizing the data. The I-Ready assessment will be utilized at the beginning, middle, and end of the year, in accordance with the District guidelines. The Kindergarten teachers will develop targeted instruction for those students who are not ready for Kindergarten that did not attend the VPK program. The instruction 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 also aims to provide a smooth transition from grade 8 to grade 9. Guidance Counselor and CAP adviser will provide a meeting during school hours for the students transitioning from grade 8 to grade 9, regarding schedules, courses, graduation requirements, and credits in addition to the after-hours session for parents.

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 first step in this process is the identification of the needs of the students and then to develop a plan to meet those needs. The principal, in consultation with the leadership team, recruits highly qualified staff and researches effective resources to meet the needs of all students and maximize desired student outcomes. The school's Leadership Team meets monthly to monitor the school's current progress towards meeting the identified student needs. The Leadership Team has identified a lead member of the team which is responsible for developing the meeting's agenda, planning, and communication. All the

accountability data is collected by this individual and that data is compiled, disseminated and a preliminary analysis is done to provide the team with guidance prior to the meeting.

School administration has selected leaders within the school to serve as department chairpersons in each subject area. These individuals disseminate information to teachers and report student impact data and instructional feedback to the leadership team. The role of the department chairperson regarding the improvement of instruction is to provide leadership in the development of quality instruction for students. Department chairpersons meet with their teams monthly. At these meetings, they assist teachers with strategies which facilitate improved student achievement.

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.

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

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. Through the Career Pathways and Programs at the school, students will have a better understanding and appreciation of the postsecondary opportunities available and develop a plan to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school. Students will gain an understanding of business and industry workforce requirements by acquiring Industry certifications available in our middle-grade classes.

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. 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. Some of the electives available to the students are Art, Music, Musical Theater, Choir, Spanish, Robotics, Engineering, and Industry Certification elective course.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | | | | |
|---|----------|--|--|-----------------|-----|---------------------|
| 1 | III.A. | Areas of Focus: Based on the 2018-2019 school-year data, the most critical area of focus is the academic achievement level of the subgroup of students with disabilities. | | | | \$263,624.89 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$85,896.16 |
| | | | <i>Notes: Reading Interventionist Salary</i> | | | |

| | | | | | | |
|--|---------------|---|-----------------------------------|-----------------|-----|---------------------|
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$108,355.58 |
| <i>Notes: Instructional/Reading Coach Salary</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$69,373.15 |
| <i>Notes: Guidance Counselor</i> | | | | | | |
| 2 | III.A. | Areas of Focus: The mathematics and English Language Arts academic achievement levels of the lowest 25% of students is an area of focus. | | | | \$121,878.72 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$1,962.00 |
| <i>Notes: I-Station</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$25,890.00 |
| <i>Notes: I-Ready Curriculum Associates</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$400.00 |
| <i>Notes: IXL, Math</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$12,250.00 |
| <i>Notes: Edgenuity</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$3,150.00 |
| <i>Notes: Discovery Streaming Plus</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$3,750.00 |
| <i>Notes: UpSmart by Edgenuity</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$2,139.76 |
| <i>Notes: Your Turn - Consumable Worktext</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$2,300.00 |
| <i>Notes: Professional Development - Reading Endorsement Course 4</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$2,500.00 |
| <i>Notes: Professional Development - Edgenuity and UpSmart</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$3,000.00 |
| <i>Notes: Professional Development - I-Ready/Curriculum Associates</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$15,916.94 |
| <i>Notes: Reading Interventionist</i> | | | | | | |

| | | | | | | |
|--|---------------|---|-----------------------------------|-----------------|---------------|---------------------|
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$15,386.60 |
| <i>Notes: Reading Interventionist</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$15,386.60 |
| <i>Notes: Reading Interventionist</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$17,846.82 |
| <i>Notes: Math Interventionist</i> | | | | | | |
| 3 | III.A. | Areas of Focus: The mathematics proficiency levels of all students is another area of focus. | | | | \$9,225.45 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$7,890.45 |
| <i>Notes: Go-Math Consumable Worktext</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$840.00 |
| <i>Notes: Study Edge Algebra 1</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$495.00 |
| <i>Notes: Professional Development - IXL</i> | | | | | | |
| 4 | III.A. | Areas of Focus: The science academic achievement levels of the 5th and 8th-grade students is an area of focus. | | | | \$2,559.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$1,200.00 |
| <i>Notes: Professional Development - Reciprocal Teaching and Interactive Notebooks</i> | | | | | | |
| | | | 1020 - Youth Co Op Charter School | Title, I Part A | | \$1,359.50 |
| <i>Notes: Misc. Cost- Parental Involvement Program Monarch Electronics</i> | | | | | | |
| | | | | | Total: | \$397,288.56 |