Youth Co Op Preparatory High School

2019-20 Schoolwide Improvement Plan

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Youth Co Op Preparatory High School

7700 W 20TH AVE, Hialeah, FL 33016

http://yccs.dadeschools.net

Demographics

Principal: Maritza Aragon

Start Date for this Principal: 9/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	75%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (60%) 2016-17: B (56%) 2015-16: C (47%) 2014-15: A (65%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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	Teacher, ESE	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.
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.

Name	Title	Job Duties and Responsibilities
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.
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.
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.
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.
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.
Espinosa, Ericka	School Counselor	Guidance Counselor

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	0	0	0	0	0	0	0	0	0	87	73	57	48	265
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	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	14	12	7	3	36

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	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
23

Date this data was collected or last updated
Friday 9/6/2019

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	0	0	0	0	0	4	14	1	7	26
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	0	0	0	0	0	1	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	25	11	9	11	56

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	0	0	18	0	2	9	29

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	64%	59%	56%	60%	56%	53%
ELA Learning Gains	57%	54%	51%	51%	51%	49%
ELA Lowest 25th Percentile	47%	48%	42%	52%	45%	41%
Math Achievement	49%	54%	51%	39%	47%	49%
Math Learning Gains	58%	52%	48%	46%	47%	44%
Math Lowest 25th Percentile	46%	51%	45%	54%	45%	39%
Science Achievement	79%	68%	68%	56%	63%	65%
Social Studies Achievement	70%	76%	73%	61%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
Number of students enrolled	87 (0)	73 (0)	57 (0)	48 (0)	265 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	14 (0)	12 (0)	7 (0)	3 (0)	36 (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
09	2019	68%	55%	13%	55%	13%
	2018	65%	54%	11%	53%	12%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	56%	53%	3%	53%	3%
	2018	76%	54%	22%	53%	23%
Same Grade Comparison		-20%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	68%	9%	67%	10%
2018	84%	65%	19%	65%	19%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	71%	-1%	70%	0%
2018	72%	67%	5%	68%	4%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	63%	-11%	61%	-9%
2018	34%	59%	-25%	62%	-28%
Compare		18%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	54%	-10%	57%	-13%
2018	55%	54%	1%	56%	-1%
Compare		-11%			

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	45	36		18	55						
ELL	38	50	43	39	52	41	59	46		87	69
HSP	65	58	45	49	58	46	80	70		94	66
FRL	66	61	50	49	57	50	74	66		93	69
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	55			27							
ELL	44	62	65	26	33		67				
HSP	70	72	74	42	26	29	81	70		97	42
FRL	68	71	72	40	27	27	85	70		97	41
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	40			33	58						
ELL	22	40	45	36	54	63	33	44		100	45
HSP	62	52	54	39	47	57	55	61		95	41
FRL	60	55	59	43	50	56	53	56		94	45

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	63
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	67
Total Points Earned for the Federal Index	697
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
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	54
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
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	65
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 39% 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 10th-grade reading proficiency rate and our ELA lowest 25th percentile student achievement showed the greatest decline from the prior year when compared to the same grade proficiency rates, the overall reading proficiency rates for all students is higher than the district and the state levels. A deficiency in the comprehension of complex text is believed to be an important factor that contributed to the decline in 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 only data components that have a negative gap when compared to the state average are the social studies and math achievement levels. 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
3. The science academic achievement levels of all students. (Although Science proficiency increased for both of these grade levels and they are higher than the district and state levels, there was a slight dip in the achievement levels compared to last year's rates).
4. The mathematics proficiency levels of all students.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	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	Alejandro Portela (aportela@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 the acquisition of the skills taught by conducting formal and informal assessments in class on a weekly basis to access 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. Teachers will utilize various online instructional programs, such as Edgenuity, Aleks, IXL, 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	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	Alejandro Portela (aportela@dadeschools.net)

#2	
Title	The mathematics and English Language Arts academic achievement levels of the lowest 25% of students
Rationale	We have identified math and reading learning gains for the lowest 25th percent of students as an area of focus. Forty-Seven percent of this population of students achieved learning gains in reading which is below the district (48%). This rate is also below the school-wide rate of 57% for learning gains of all student in the ELA content. In addition,46% of this population of students achieved learning gains in the area of mathematics. This is below the district rate of 51%, and it is well below the overall percentage of students who achieved learning gains, (58%).

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	Alejandro Portela (aportela@dadeschools.net)
Evidence-based Strategy	1. Common/shared planning times will be provided in the school schedule to facilitate collaboration and sharing of best practices and effective strategies. 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. 3. Data drives our instruction daily. At the beginning of the school year, we conduct a diagnostic assessment and FAIR testing for 9th and 10th-grade intensive reading classes, as well as analyze the previous year's FSA or EOC scores to establish the student's current level. Teachers conduct formal and informal assessments in class on a weekly basis to access the student's mastery of the week's benchmarks. Throughout the school year, the grouping will change based on program usage reports and district assessments. We are constantly monitoring our 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. Teachers will create an account for each student on online educational programs, such as I-Ready, IXL, Edge, Collections, and Achieve 3000 to meet the diverse levels and needs of the students.
Rationale for Evidence-based Strategy	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. 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.
Action Step	

Description	1. The Lead Teachers and Instructional Specialist will work closely with teachers to provide guidance, model lessons, lesson plan, and 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	Alejandro Portela (aportela@dadeschools.net)

#3	
Title	The science academic achievement levels of the all students.
Rationale	Although Science proficiency increased for both of these grade levels and they are higher than the district and state levels, there was a slight dip in the achievement levels compared to last year's rates.

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 79%. The end of the year goal is for 85% of our students to be proficient in this area.
Person responsible for monitoring outcome	Alejandro Portela (aportela@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	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	Alejandro Portela (aportela@dadeschools.net)

#4	
Title	The mathematics proficiency levels of all students
Rationale	The mathematics achievement level for the 2018-2019 school year was 49%. The district and the states were 54% and 51% 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	Alejandro Portela (aportela@dadeschools.net)
Evidence-based Strategy	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. 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, IXL, ALEKS, CRISS/Recipricol teaching strategies, Interactive Notebooks, and many more topics as needed. 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.
Rationale for Evidence-based Strategy	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. 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.

Action Step	
Description	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	Alejandro Portela (aportela@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 the reading coach meets 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 monitor and provide services to the student and family involved by creating a plan of action for students that exhibit early warning signs. Tutoring will be provided for students who scored a level 1 on the statewide assessment as well as for students who fail a course in ELA or Math. The school Interventionist will pull out 10th-grade level 1 and level 2 students in addition to the 11th and 12th-grade re-takers 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 students who are potential failures and/or retainees in order to provide 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 Intensive Reading materials; math teachers will use i-Ready and IXL, as well as appropriate progress monitoring. Individual counseling will be offered for students with one or more suspensions and students identified as being in transition. School counselors will run weekly attendance and tardy reports. Once students are identified with excessive absences or tardies, parents will be contacted via letter or phone call. School counselors and SPED Specialist will monitor the academic progress of our ELL/SPED population on a quarterly basis.

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 al 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. 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 teachers.

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 supports incoming 9th graders by providing student and parental presentations. These presentations will focus on providing information to the rising 9th graders about high school courses, curriculum, credits and graduation requirements. The parent presentations will focus on providing information to parents on state standards and academic requirements. The school counselor will also assist students transitioning to high school by going into the classrooms at the beginning of the year to talk to the students about the importance of behavior, attendance, and grades. Outgoing seniors are currently being supported by being offered AP, Dual Enrollment and Industry Certification courses which will help them become college and/or workforce ready upon graduation.

YCPCS partners with the local college (Miami-Dade College) to offer college assistance, such as college applications and financial aid programs.

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.

YCPCS provides a course in career awareness and exploration to students. The school utilizes the state's website - Florida Shine/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.

Career Day is an annual important event at the school that encourages students to learn about different career options and paths. Students are also encouraged to attend the National College Fairs offered through Miami-Dade County Public Schools via school trips and/or individual attendance. Through STEAM education, students will continue to grow in their STEAM proficiency. As they progress, students demonstrate independence and become more focused and sophisticated in their approach to answering complex questions and real-world problems. STEAM proficient students graduate with the basic skills and knowledge required to pursue post-secondary study and careers in science, technology, engineering, mathematics or the Arts.

Part V: Budget

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

1	III.A.	**Areas of Focus: The most critical area of focus is the academic achievement level of the subgroup of students with disabilities.**					**$0.00**
2	III.A.	**Areas of Focus: The mathematics and English Language Arts academic achievement levels of the lowest 25% of students**					**$84,652.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$548.00	
			Notes: Parental Involvement				
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$42,052.00	

			Notes: Software			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$8,500.00
			Notes: Nearpod			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$400.00
			Notes: IXL - Licences			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$8,694.00
			Notes: Certiport - MOS			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$12,250.00
			Notes: Edgenuity			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$5,215.00
			Notes: Cettiport - Adobe			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		$6,993.00
			Notes: ALEKS			
3	**III.A.**	**Areas of Focus: The science academic achievement levels of the all students.**				**$0.00**
4	**III.A.**	**Areas of Focus: The mathematics proficiency levels of all students**				**$0.00**
					Total:	**$84,652.00**