Miami-Dade County Public Schools

Youth Co Op Charter School

2020-21 Schoolwide Improvement Plan

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Youth Co Op Charter School

7700 W 20TH AVE, Hialeah, FL 33016

maragon@dadeschools.net

Demographics

Principal: Maritza Aragon

Start Date for this Principal: 8/24/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 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%)
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	86%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.
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.
Martinez, Johana	Other	EESAC Chairperson - The chair conducts the meeting following the agenda providing an opportunity for all members to participate in decision-making, and giving members of the public the opportunity to address the EESAC.

Demographic Information

Principal start date

Monday 8/24/2020, Maritza Aragon

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

78

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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Year	
Support Tier	
ESSA Status	TS&I
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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	69	78	78	74	120	114	111	126	105	0	0	0	0	875
Attendance below 90 percent	0	0	0	0	0	0	8	5	13	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	6	1	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	13	18	14	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	13	24	7	0	0	0	0	52

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	14	22	31	27	0	0	0	0	94

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	

Date this data was collected or last updated

Tuesday 8/18/2020

Prior Year - As Reported

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	
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

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

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	
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

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

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	
	(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.

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%
	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%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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?

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% om 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. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and 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.
Measurable Outcome:	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:	[no one identified]
Evidence-based Strategy:	Diagnostic assessments, and FSA or SAT from 2018-2019 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 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. 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, Brainpop, 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 Steps to Implement

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. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	We have identified 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.
Measurable Outcome:	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 reading.
Person responsible for monitoring outcome:	Leisy Reitz (lreitz@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. Kindergarten through 5th-grade teacher will meet in grade-level groups and 6th through 8th-grade teachers will meet in content area groups. 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.
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 Steps to Implement

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 (lreitz@dadeschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We have identified math learning gains for the lowest 25th percent of students as an area of focus.Fifty-six 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%).
Measurable Outcome:	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 math.
Person responsible for monitoring outcome:	Leisy Reitz (lreitz@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. Kindergarten through 5th-grade teacher will meet in grade-level groups and 6th through 8th-grade teachers will meet in content area groups. 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.
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 Steps to Implement

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 th3. 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 plan.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and 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.
Measurable Outcome:	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:	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, multisensory, 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, Go Math, Nearpod, Edgenuity, UpSmart, 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 Steps to Implement

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)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and 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
Measurable Outcome:	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, Reciprocal 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. Instructional staff will receive training regarding IXL Science to use the data to drive instruction. In addition, Generation Genius will be implemented in instructional lessons to enhance learning in science.
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 Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 ou-tof-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 also use the Edgenuity, 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.

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 in house 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:

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 and Tropical Gardens. In addition,
our school provides a forum for members of the community through the Educational
Excellence School Advisory Council. Parents are invited to assist in 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$301,579.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1020 - Youth Co Op Charter School	Title, I Part A		$64,911.00
			Notes: Reading Interventionist Salary			
			1020 - Youth Co Op Charter School	Title, I Part A		$103,057.00
			Notes: Instructional Coach/Reading Coach Salary			
			1020 - Youth Co Op Charter School	Title, I Part A		$67,371.00
			Notes: Guidance Counselor			
			1020 - Youth Co Op Charter School	Title, I Part A		$2,950.00
			Notes: Brainpop			
			1020 - Youth Co Op Charter School	Title, I Part A		$63,290.00
			Notes: Reading/Math Interventionist Salary			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$79,911.93**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1020 - Youth Co Op Charter School	Title, I Part A		$2,050.00
			Notes: I-Station Reading			
			1020 - Youth Co Op Charter School	Title, I Part A		$26,400.00
			Notes: iReady Curriculum Associates			
			1020 - Youth Co Op Charter School	Title, I Part A		$13,040.50
			Notes: Your Turn- Consumable/Digital Worktext Bundle			
			1020 - Youth Co Op Charter School	Title, I Part A		$3,000.00
			Notes: Professional Development I-Ready/Curriculum Associates			
			1020 - Youth Co Op Charter School	Title, I Part A		$4,117.89
			Notes: Wonderworks Add-On			
			1020 - Youth Co Op Charter School	Title, I Part A		$15,916.94
			Notes: Reading interventionist			
			1020 - Youth Co Op Charter School	Title, I Part A		$15,386.60

			Notes: Reading Interventionist			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$2,543.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1020 - Youth Co Op Charter School	Title, I Part A		$190.00
			Notes: I-Station Math			
			1020 - Youth Co Op Charter School	Title, I Part A		$2,353.00
			Notes: Math Interventionist			
4	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$8,640.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1020 - Youth Co Op Charter School	Title, I Part A		$8,640.00
			Notes: Go Math Digital			
5	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$4,295.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1020 - Youth Co Op Charter School	Title, I Part A		$3,500.00
			Notes: iXL Science			
			1020 - Youth Co Op Charter School	Title, I Part A		$795.00
			Notes: Generation Genius			
					Total:	**$396,968.93**