

Miami-Dade County Public Schools

# Youth Co Op Preparatory High School



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>26</b>

# 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: 8/31/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: B (60%) 2016-17: B (56%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

N/A

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Youth Co Op Preparatory High School

7700 W 20TH AVE, Hialeah, FL 33016

<http://yccs.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	82%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

## School Grades History

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

## School Board Approval

N/A

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

Identify the name, email address, 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	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
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

### Demographic Information

**Principal start date**

Monday 8/31/2020, 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**

16

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	0	61	88	68	56	273
Attendance below 90 percent	0	0	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	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	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	0	0	0	0	0	0	0	3	3	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	18	0	0	11	29

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 8/31/2020

**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	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	0
One or more suspensions	0	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	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	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	0
Students retained two or more times	0	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	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	0
One or more suspensions	0	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	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	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	0
Students retained two or more times	0	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	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	
	(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
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

<b>ESSA Federal Index</b>	
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%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	63
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	65
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 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.

**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
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. 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:** 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 assess the student's mastery of the week's standards. This data will be used to determine where or if adjustments are needed. All teachers document their student grouping and differentiated learning activities in their weekly lesson plans. Teachers will utilize various online instructional programs, such as Edgenuity, ALEKS, IXL, Edpuzzle, Edgenuity, Nearpod, 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 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** Alejandro Portela (aportela@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. 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.

**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:** Alejandro Portela (aportela@dadeschools.net)

**Evidence-based Strategy:** 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 assess 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, Nearpod, Edgenuity, 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 Steps to Implement**

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)

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. 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.46% percent 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%).

**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% math.

**Person responsible for monitoring outcome:** Alejandro Portela (aportela@dadeschools.net)

**Evidence-based Strategy:** 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. 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.

**Rationale for 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 assess 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. 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 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)

**#4. Instructional Practice specifically relating to Science**

**Area of Focus**  
**Description and Rationale:** Science is an area of focus. Although Science proficiency increased in this content area they are higher at 77% than the district 68% and state 67% levels, there was a slight dip in the achievement levels compared to the previous year's rate of 84%.

**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 77%. The end of the year goal is for 85% of our students to be proficient in this area.

**Person responsible for monitoring outcome:** [no one identified]

**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, Edgenuity, 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 Steps to Implement**

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)

**#5. Instructional Practice specifically relating to Math**

**Area of Focus Description and 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 9th and 10th 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:** 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, 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, 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 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** Alejandro Portela (aportela@dadeschools.net)

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



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 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 all of the STEAM content area disciplines. STEAM teachers form teams to help facilitate STEAM competitions and EXPO nights at the school.**

**Teacher positions are advertised online at [teacherteachers.com](http://teacherteachers.com), [Handshake.com](http://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 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**

## 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. 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	\$18,216.67
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	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$10,000.00	
<i>Notes: Nearpod</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$1,350.00	
<i>Notes: Edgenuity Purpose Prep (Mental Health Curriculum)</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$5,666.67	
<i>Notes: Edgenuity</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$1,200.00	
<i>Notes: Edpuzzle</i>							
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>					<b>\$30,457.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$10,000.00	
<i>Notes: Nearpod</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$500.00	
<i>Notes: Edgenuity Webinar Training</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$2,131.50	
<i>Notes: IXL ELA</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$397.50	
<i>Notes: IXL ELA Training</i>							
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$17,428.00	
<i>Notes: Reading Teacher</i>							
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>					<b>\$57,407.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$57,407.00	
<i>Notes: Software</i>							
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>					<b>\$5,666.66</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$5,666.66	
<i>Notes: Edgenuity</i>							

5	III.A.	Areas of Focus: Instructional Practice: Math				\$8,195.67
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$5,666.67
			<i>Notes: Edgenuity</i>			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$2,131.50
			<i>Notes: IXL Math</i>			
			7070 - Youth Co Op Preparatory High School			\$397.50
			<i>Notes: IXL Math Training</i>			
					<b>Total:</b>	<b>\$119,943.00</b>