Youth Co Op Charter School

2021-22 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: 8/16/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	84%

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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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SIP Authority

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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	Position 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.
Rubio, Chantel	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.
Arminana, Denise	Administrative Support	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.

Name	Position Title	Job Duties and Responsibilities
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.
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.
Rodriguez, Carlos	Other	Designs, implements, and supervises school safety procedures within the school with both staff members and students. Creates continuous drills and codes throughout the academic year. Follows protocols to ensure up to date procedures.
Alvarez, Yisel	SAC Member	Coordinates all statewide assessments for the school. Develops item analysis reports in order to evaluate the proficiency of students across multiple demographics. Ensures that all district and state testing requirements for assessments are being fulfilled.
Martinez, Johana	Other	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.
Dominguez, Yelaine	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.
Acosta, Rosa	ELL Compliance Specialist	ELL Coordinator - Responsible for monitoring the progress of the ELL population. Coordinator will test students throughout the year and hold LEP meetings as necessary. School Assessment Coordinator- Coordinates all statewide assessments for the school. Develops item analysis reports in order to evaluate the proficiency of students across multiple demographics. Ensures that all district and state testing requirements for assessments are being fulfilled.
Mena, Susej	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.

Demographic Information

Principal start date

Monday 8/16/2021, 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.*

36

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.*

27

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

814

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	75	70	75	79	77	106	115	104	113	0	0	0	0	814
Attendance below 90 percent	5	9	1	4	3	9	6	3	2	0	0	0	0	42
One or more suspensions	0	0	0	0	1	0	3	1	1	0	0	0	0	6
Course failure in ELA	0	1	0	0	0	1	1	2	1	0	0	0	0	6
Course failure in Math	0	1	0	0	0	15	4	2	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	10	12	11	11	17	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	16	19	8	13	29	0	0	0	0	96
Number of students with a substantial reading deficiency	0	1	2	8	12	19	6	4	9	0	0	0	0	61

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	1	15	2	31	55	0	0	0	0	0	0	0	104

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	1	0	2	0	0	0	3	0	0	0	0	0	6
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 9/28/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	63%	61%	64%	62%	60%
ELA Learning Gains				63%	61%	59%	58%	61%	57%
ELA Lowest 25th Percentile				53%	57%	54%	43%	57%	52%
Math Achievement				66%	67%	62%	59%	65%	61%
Math Learning Gains				56%	63%	59%	49%	61%	58%
Math Lowest 25th Percentile				56%	56%	52%	44%	55%	52%
Science Achievement				57%	56%	56%	54%	57%	57%
Social Studies Achievement				86%	80%	78%	79%	79%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	73%	60%	13%	58%	15%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-73%				
05	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-63%				
06	2021					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-61%				
07	2021					
	2019	66%	56%	10%	52%	14%
Cohort Comparison		-59%				
08	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-66%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	77%	67%	10%	62%	15%
Cohort Comparison						
04	2021					
	2019	63%	69%	-6%	64%	-1%
Cohort Comparison		-77%				
05	2021					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-63%				
06	2021					
	2019	63%	58%	5%	55%	8%
Cohort Comparison		-62%				
07	2021					
	2019	56%	53%	3%	54%	2%
Cohort Comparison		-63%				
08	2021					
	2019	51%	40%	11%	46%	5%
Cohort Comparison		-56%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	53%	4%	53%	4%
Cohort Comparison						
08	2021					
	2019	48%	43%	5%	48%	0%
Cohort Comparison		-57%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	73%	12%	71%	14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For grades 1-8 ELA and Mathematics, we have used the I-Ready Diagnostic AP1, AP2, and AP3 as our progress monitoring tool to gather needed data. For Grade 5 and 8 Science, we have used the Topic assessments. For our Grade 7 Civics, we have used the M-SS-M1/3 CBT Topic Assessments and the MYA.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	43%	66%
	Economically Disadvantaged	34%	43%	66%
	Students With Disabilities	0%	0%	0%
	English Language Learners	24%	29%	56%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	36%	65%
	Economically Disadvantaged	29%	36%	65%
	Students With Disabilities	100%	0%	100%
	English Language Learners	22%	35%	50%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%	45%	57%
	Economically Disadvantaged	46%	45%	57%
	Students With Disabilities	0%	0%	0%
	English Language Learners	6%	22%	28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	38%	47%
	Economically Disadvantaged	14%	38%	47%
	Students With Disabilities	0%	0%	100%
	English Language Learners	0%	17%	22%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	56%	73%
	Economically Disadvantaged	57%	56%	71%
	Students With Disabilities	50%	50%	67%
	English Language Learners	25%	33%	38%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	32%	34%
	Economically Disadvantaged	13%	33%	33%
	Students With Disabilities	17%	50%	50%
	English Language Learners	0%	11%	22%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	39%	42%
	Economically Disadvantaged	26%	34%	39%
	Students With Disabilities	38%	38%	50%
	English Language Learners	4%	4%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	31%	47%
	Economically Disadvantaged	24%	32%	47%
	Students With Disabilities	38%	38%	38%
	English Language Learners	4%	11%	33%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	55%	64%
	Economically Disadvantaged	48%	53%	63%
	Students With Disabilities	57%	64%	57%
	English Language Learners	31%	31%	46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	45%	55%
	Economically Disadvantaged	21%	47%	53%
	Students With Disabilities	22%	33%	44%
	English Language Learners	31%	31%	54%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	54%	72%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	47%	29%	37%
	English Language Learners	46%	32%	55%

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	38%	33%
	Economically Disadvantaged	36%	40%	33%
	Students With Disabilities	0%	0%	0%
	English Language Learners	7%	13%	7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	40%	46%
	Economically Disadvantaged	36%	39%	54%
	Students With Disabilities	0%	0%	0%
	English Language Learners	13%	19%	20%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	55%	59%
	Economically Disadvantaged	47%	55%	62%
	Students With Disabilities	57%	71%	43%
	English Language Learners	0%	25%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	39%	44%
	Economically Disadvantaged	27%	40%	43%
	Students With Disabilities	33%	17%	25%
	English Language Learners	8%	0%	23%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	58%	53%	44%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	58%	51%	36%
	English Language Learners	26%	34%	43%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	46%	51%
	Economically Disadvantaged	50%	40%	42%
	Students With Disabilities	86%	75%	67%
	English Language Learners	0%	25%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	25%	29%
	Economically Disadvantaged	17%	24%	27%
	Students With Disabilities	0%	25%	0%
	English Language Learners	25%	50%	50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	49%	62%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	47%	44%	67%
	English Language Learners	51%	44%	44%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	38	36	4	13	18					
ELL	48	52	36	34	24	26	35	58			
BLK	46			23							
HSP	52	51	36	34	23	21	46	64	44		
FRL	50	50	36	32	22	20	43	64	45		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge across grade levels, subgroups, and core content areas is that of the year 2019 when we compare it to the 2021 state assessments. We see an overall decrease in proficiency across most content areas due to the fact that students were transitioning from a dual-modality school house. This affected the trend and we saw a decrease overall amongst most areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off the 2019 state assessments, the areas for greatest need for improvement would be with our ELA lowest 25 percentile as well as the Math lowest 25 percentile and math 3rd-5th grade achievement. For the ELA state assessment, we went from 53% to 37%. For the math state assessment, we went from 56% to 21% in 2021. For the 3rd-5th achievement state assessment, we went from 67% to 28% in 2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement was the virtual modality that we faced during the transition year. We also need additional strategies for the domains of Geometry and Measurements/Data. Monitoring student progress towards mastery of these skills will help to reduce this barrier and allow for increased levels of achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessments, the areas that showed the most improvement when compared to the 2018 data was the Math Lowest for 1020. In the 2017-2018, 49.2% of our total students made learning gains and we increased to 56.4% learning gains from 2018-2019 state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement is the math interventionist that we added that has been assisting in providing the necessary instruction for students to fill in any learning gaps that they may have. 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 and district-wide competitions (i.e. SECME, Math Bowl).

What strategies will need to be implemented in order to accelerate learning?

The strategies that will be needed to be implemented in order to accelerate learning would be to meet with grade-level departments after progress monitoring to go over topics/areas of weaknesses and create plans of actions to meet these needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities will be aimed at using data to inform instruction and using collaborative strategies to promote math discussion/critical thinking, such as I-Ready PDs and Edgenuity PDs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be implementing Tier 2 and Tier 3 services with fidelity in order to meet the needs of all students. We will also be providing Tutoring services to those identified students that require supplemental assistance in order to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	After reviewing our data, we have identified reading learning gains for the lowest 25th percent of students as an area of focus. Thirty-seven percent of this population of students achieved learning gains in reading. Our goal is to increase by 18% by the end of the academic schoolyear.
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 55% in reading.
Monitoring:	Progress monitoring tools will be utilized by classroom teachers as well as classroom walkthroughs with fidelity will be made throughout the school year.
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

The Lead Teachers and Instructional Specialist will work closely with teachers to provide guidance, model lessons, lesson plan, and discuss concerns.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Conduct periodic walkthroughs and observations to monitor implementation of the plan.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Regularly review evidence such as; student assessment data, lesson plans, observations, and student work.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Ensure implementation of a school-wide progress monitoring plan

Person Responsible   Leisy Reitz (lreitz@dadeschools.net)

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

Person Responsible   Leisy Reitz (lreitz@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	After reviewing our data, we have identified math learning gains for the lowest 25th percent of students as an area of focus. Twenty-one percent of this population of students achieved learning gains in mathematics. Our goal is to increase by 29% by the end of the academic schoolyear.
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 50% in math.
Monitoring:	Progress monitoring tools will be utilized by classroom teachers as well as classroom walkthroughs with fidelity will be made throughout the school year.
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.
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

The Lead Teachers and Instructional Specialist will work closely with teachers to provide guidance, model lessons, lesson plan, and discuss concerns

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Conduct periodic walkthroughs and observations to monitor implementation of the plan.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Regularly review evidence such as; student assessment data, lesson plans, observations, and student work.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Ensure implementation of a school-wide progress monitoring plan

Person Responsible Leisy Reitz (lreitz@dadeschools.net)

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:	After reviewing our data, we have identified Mathematics achievement as an area of focus. Twenty-nine percent of the 3rd, 4th, and 5th grade population demonstrated achievement within Mathematics. Our goal is to increase by 21% by the end of the academic schoolyear.
Measurable Outcome:	The expected outcome of this target intervention is to increase the level of achievement for specifically the 3rd-5th grade students in the content area of mathematics. This goal is to reach 50% in math on average within these three grade levels.
Monitoring:	Progress monitoring tools will be utilized by classroom teachers as well as classroom walkthroughs with fidelity will be made throughout the school year.
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.
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

Ensure implementation of a school-wide progress monitoring plan.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Provide additional support for teachers and students using math department leader and instructional coach.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Conduct periodic walkthroughs and observations to monitor implementation of the plan.

Person Responsible	Leisy Reitz (lreitz@dadeschools.net)

Regularly review evidence such as; student assessment data, lesson plans, observations, and student work.

Person Responsible   Leisy Reitz (lreitz@dadeschools.net)

Debrief observations and evidence findings with teachers and plan changes as needed.

Person Responsible   Leisy Reitz (lreitz@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing the discipline data of our school to the discipline data across the state, we can see that our school has a "School incident Ranking" of moderate with violent incidents as low, property incidents as very low, while drug/public order ranked in as high in which an area of concern will be suspensions. 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 ESE 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.

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.

Parents will be involved in the planning as well as the continuous implementation of the Title I Program at Youth Co-Op Charter School 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. Activities such as Career Day will foster relationships with community partners. Youth Co-Op Charter School encourages parental engagement utilizing 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 frequent parent surveys in order to determine the specific needs of parents. These surveys help guide in the decision-making process to see which time best meets the needs of the parents which includes 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. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

This year's Community Involvement Specialist (CIS) will further promote opportunities for parental participation to secure community partnerships. Activities such as Career Day will foster relationships with community partners.
In addition, our school provides an open forum for all members of the community through the Educational Excellence School Advisory Council (EESAC). Parents are invited to assist in Fundraising, and various school events. Our School Community Specialist contacts community members to invite them to participate in school-wide events.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$181,200.91
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1020 - Youth Co Op Charter School	Title, I Part A		$2,265.00
			Notes: I- Station Reading			
			1020 - Youth Co Op Charter School	Title, I Part A		$26,800.00
			Notes: I-Ready Curriculum Associates			
			1020 - Youth Co Op Charter School	Title, I Part A		$779.00
			Notes: SAVVAS Words Their Way			
			1020 - Youth Co Op Charter School	Title, I Part A		$84,747.11
			Notes: Reading Interventionist			
			1020 - Youth Co Op Charter School	Title, I Part A		$9,891.00
			Notes: Nearpod			
			1020 - Youth Co Op Charter School	Title, I Part A		$900.00
			Notes: Nearpod Professional Development			
			1020 - Youth Co Op Charter School	Title, I Part A		$3,000.00
			Notes: I-Ready Professional Development			
			1020 - Youth Co Op Charter School	Title, I Part A		$52,818.80
			Notes: Reading Interventionist			
2	III.A.	Areas of Focus: Instructional Practice: Math				$6,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1020 - Youth Co Op Charter School	Title, I Part A		$5,400.00
			Notes: Edgenuity			
			1020 - Youth Co Op Charter School			$750.00
			Notes: Edgenuity Professional Development			
3	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
					Total:	$187,350.91