

Miami-Dade County Public Schools

Youth Co Op Preparatory High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	29
Budget to Support Goals	30

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: 8/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (60%) 2016-17: B (56%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	30

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<http://yccs.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>84%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, 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.*

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.*

0

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

268

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

5

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

5

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	0	0	0	0	0	0	0	0	0	83	49	69	67	268
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	1	2	6	13
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	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	14	11	3	3	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	22	21	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	1	0	0	3

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	22	0	12	15	49

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

Sunday 9/26/2021

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	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

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	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

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				64%	59%	56%	69%	59%	56%
ELA Learning Gains				57%	54%	51%	71%	56%	53%
ELA Lowest 25th Percentile				47%	48%	42%	70%	51%	44%
Math Achievement				49%	54%	51%	41%	51%	51%
Math Learning Gains				58%	52%	48%	26%	50%	48%
Math Lowest 25th Percentile				46%	51%	45%	27%	51%	45%
Science Achievement				79%	68%	68%	81%	65%	67%
Social Studies Achievement				70%	76%	73%	71%	73%	71%

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
09	2021					
	2019	68%	55%	13%	55%	13%
Cohort Comparison						
10	2021					
	2019	56%	53%	3%	53%	3%
Cohort Comparison		-68%				

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	
2021						
2019	77%	68%	9%	67%	10%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	70%	71%	-1%	70%	0%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	52%	63%	-11%	61%	-9%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	54%	-10%	57%	-13%

Grade Level Data Review - Progress Monitoring Assessments

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

For grades 9-12 ELA, we have used the IXL Diagnostic AP1, AP2, and AP3 as our progress monitoring tool to gather needed data. For Algebra & Geometry, we have used the Topic assessments. We also use MYA. For U.S. History, we only used topic assessments.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	20%	35%
	Economically Disadvantaged	17%	20%	35%
	Students With Disabilities	0%	50%	50%
	English Language Learners	0%	0%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75%	57%	25%
	Economically Disadvantaged	75%	57%	25%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0%	28%	35%
	Economically Disadvantaged	0%	28%	35%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	54%	55%
	Economically Disadvantaged	33%	54%	55%
	Students With Disabilities	0%	50%	50%
	English Language Learners	33%	66%	66%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61%	71%	35%
	Economically Disadvantaged	61%	71%	35%
	Students With Disabilities	75%	75%	25%
	English Language Learners	33%	66%	66%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0%	28%	50%
	Economically Disadvantaged	0%	28%	50%
	Students With Disabilities	0%	7%	7%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	26%	28%
	Economically Disadvantaged	22%	26%	28%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	8%	19%
	Economically Disadvantaged	0%	8%	19%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		17%	19%	20%
	Economically Disadvantaged		17%	19%	20%
	Students With Disabilities		0%	0%	17%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		44%	70%	63%
	Economically Disadvantaged		44%	70%	63%
	Students With Disabilities		16%	33%	33%
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring

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
ELL	38	58	62	29	39	46	57	45		100	86
HSP	58	56	55	26	27	33	68	53		100	68
FRL	57	59	55	27	28	41	66	53		100	67

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

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	18
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 trend 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 lowest ELA 25 percentile as well as the Algebra I & Geometry achievement. For the ELA state assessment, our achievement was 54% in 2021. For Geometry state assessment, we went from 44% to 17% in 2021. For the Algebra I state assessment, we went from 52% to 39% 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 needed additional strategies for the domains of Algebra I & Geometry as well as further support for ELA students. 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 learning gains for 7070. In the 2018, 26% of our total students made learning gains and we increased to 58% 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 learning gains is that we added the Aleks supplemental program 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 skill data discussion/critical thinking, such as IXL 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. Fifty-four percent of this population of students achieved learning gains in reading.

Measurable Outcome: Our goal is to increase our lowest 25th percentile in ELA by 6% by the end of the academic schoolyear.

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. 9th grade through 12th-grade teachers will meet in content area groups.
2. Diagnostic assessments and FSA 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. 9th-12th ELA teachers will use the Savvas My Perspectives core reading curriculum to meet the needs of each student group (ELL, approaching, on-level, and beyond). Tier 2 students will be placed in intensive reading classes to target foundational skills, and teachers will use the tiered Read 180 reading curriculum to meet the needs of their intensive reading students. Teachers will utilize various online instructional programs, such as IXL, Edgenuity, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students

Rationale for Evidence-based Strategy: Content area groups help improve instruction by allowing teachers to share best practices, review students' work, and plan curriculum and lessons together. 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)

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)

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

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)

#2. Instructional Practice specifically relating to Math**Area of**

Focus After reviewing our data, we have identified Geometry achievement as an area of focus.
Description and Rationale: Seventeen percent of this population of students demonstrated achievement with Geometry below the district score of forty-five percent.

Measurable Outcome: Our goal is to increase Geometry achievement gains by 33% by the end of the academic schoolyear.

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. 9th grade through 12th-grade teachers will meet in content area groups.
2. Diagnostic assessments and FSA scores will be used to establish each student's initial academic level. In addition, topic tests will be used for progress monitoring along with a midyear assessment. All teachers will document student grouping and differentiated learning activities in their weekly lesson plans. Geometry teachers will use the Houghton Mifflin Harcourt – Geometry curriculum to meet the needs of each student group (ELL, approaching, on-level, and beyond). Tier 2 students will be placed in intensive math classes to target foundational skills, and teachers will use Khan Academy and Aleks math programs as well to meet the diverse levels and needs of the students

Rationale for Evidence-based Strategy: Content areas groups help improve instruction by allowing teachers to share best practices, review 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)

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

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)

#3. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: After reviewing our data, we have identified Algebra 1 achievement as an area of focus. Thirty-nine percent of this population of students demonstrated achievement with Algebra 1 below the district score of forty-nine percent.

Measurable Outcome: Our goal is to increase Algebra 1 achievement by 13% by the end of the academic schoolyear.

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. 9th grade through 12th-grade teachers will meet in content area groups.
2. Diagnostic assessments and FSA 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. Algebra 1 teachers will use the Houghton Mifflin Harcourt – Algebra 1 curriculum to meet the needs of each student group (ELL, approaching, on-level, and beyond). Tier 2 students will be placed in intensive math classes to target foundational skills, and teachers will use Khan Academy and Aleks math programs as well to meet the diverse levels and needs of the students

Rationale for Evidence-based Strategy: Content areas groups help 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](https://www.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. Tier 2 students were placed in an intensive reading course to remediate reading and writing skills. In addition, tier 3 (RTI) students were pulled out of their electives to meet with an interventionist to remediate reading and writing skills as well.

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. Intensive reading teachers will use district-approved Read 180 and System 44 Intervention programs and materials to support reading skills development. In addition, ELA teachers will use IXL diagnostics and skill development activities to monitor student progress and fill any gaps in student skills. In addition, teachers will also use the Edgenuity, computer-based program and instruction to help meet the needs of the students as a supplement. All math teachers will implement Aleks or IXL for supplemental instruction and to track and monitor student progress. 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 High 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 High 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 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.

In addition, a structured homeroom has been implemented for high school students. Each homeroom is assigned an advisor to help support students with constant check-ins, grade checks, and weekly goals. The structure consists of Mindset Mondays which helps students transition to a learning mindset, get focused, & mentally prepare for the week. Tiger Text Tuesdays and Thursdays promote literacy and independent reading. Work Wednesdays offer students assistance in completing class assignments. Fantastic Fridays are designed to build community & culture through school wide contests tied to school goals and to reward students for reaching weekly homeroom goals.

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. In addition, teachers serve as homeroom advisors for our students to develop a sense of community within the school and build relationships with homeroom students as well as bring notice to bulletin matters/school announcements.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$66,078.78
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$18,578.78
			<i>Notes: Reading Interventionist</i>			
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$47,500.00
			<i>Notes: Reading Interventionist</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$3,638.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7070 - Youth Co Op Preparatory High School	Title, I Part A		\$3,638.00
			<i>Notes: iXL</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
					Total:	\$69,716.78