

Miami-Dade County Public Schools

Youth Co Op Charter School



2022-23 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: 8/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 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	2021-22: B (56%) 2018-19: A (63%) 2017-18: 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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Youth Co Op Charter School

7700 W 20TH AVE, Hialeah, FL 33016

maragon@dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	83%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

N/A

SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Corcho, Jacqueline	Other	Exceptional Student Education (SPED)/Gifted/RTI Chair: Provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school. Collaborates with teachers on a monthly basis. Monitors the academic and behavioral progress of the SPED population.
Lozano, Yamilieth	School Counselor	School Counselor: Provide academic, social/personal, career counseling to all students. Provides outside community resources to families. Monitors attendance, behavior and student academic progress.

Name	Position Title	Job Duties and Responsibilities
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.
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	Other	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. Assists in the progress monitoring of the ELL population. Coordinator will test students throughout the year and hold LEP meetings as necessary.
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.
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.

Demographic Information

Principal start date

Friday 8/12/2022, Maritza Aragon

Number of teachers with a 2022 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 2022 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

48

Total number of students enrolled at the school

780

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	83	76	81	83	79	116	97	90	0	0	0	0	780
Attendance below 90 percent	1	4	0	0	1	1	3	1	0	0	0	0	0	11
One or more suspensions	2	1	1	0	4	3	19	15	15	0	0	0	0	60
Course failure in ELA	0	1	0	0	0	2	1	1	0	0	0	0	0	5
Course failure in Math	0	2	1	1	0	6	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	17	30	16	32	26	0	0	0	0	139
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	29	37	28	22	31	0	0	0	0	165
Number of students with a substantial reading deficiency	6	32	13	18	17	30	34	44	44	0	0	0	0	238

Using the table above, complete the table below with the number of students by current grade level who have 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	3	20	5	23	28	46	35	34	24	0	0	0	0	218

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/29/2022

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	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	0

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	62%	55%				65%	63%	61%
ELA Learning Gains	60%						63%	61%	59%
ELA Lowest 25th Percentile	48%						53%	57%	54%
Math Achievement	48%	51%	42%				66%	67%	62%
Math Learning Gains	72%						56%	63%	59%
Math Lowest 25th Percentile	66%						56%	56%	52%
Science Achievement	44%	60%	54%				57%	56%	56%
Social Studies Achievement	71%	68%	59%				86%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	60%	13%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-73%				
05	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-63%				
06	2022					
	2019	59%	58%	1%	54%	5%
Cohort Comparison		-61%				
07	2022					
	2019	66%	56%	10%	52%	14%
Cohort Comparison		-59%				
08	2022					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	67%	10%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	63%	69%	-6%	64%	-1%
Cohort Comparison		-77%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-63%				
06	2022					
	2019	63%	58%	5%	55%	8%
Cohort Comparison		-62%				
07	2022					
	2019	56%	53%	3%	54%	2%
Cohort Comparison		-63%				
08	2022					
	2019	51%	40%	11%	46%	5%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	53%	4%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	48%	43%	5%	48%	0%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	73%	12%	71%	14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	43	41	15	41	36					
ELL	37	53	50	37	66	67	22	44			
BLK	33	62		22	69						
HSP	55	59	48	49	71	66	44	71	44		
FRL	53	58	48	47	73	67	42	69	43		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 most grade levels for both Reading and Mathematics core content areas is that most of the grade levels had an increase in overall proficiency while comparing the 2020-2021 school year to the 2021-2022 school year. However, it was noticed that certain grade levels did display a decrease in overall proficiency in the content area of Reading such as Grade 5 ELA and Grades 7-8.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off the progress monitoring and 2022 state assessments, the component that demonstrate the greatest need for improvement would be ESOL subgroup, with 37% ELA achievement compared to the 48% ELA achievement in the year 2021, demonstrating a negative trend of 11 percentage points.

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

One of the contributing factors for these needs to be improved is student attendance. Many students were absent due to the COVID-19 pandemic and therefore missed instructional time. Furthermore, a contributing factor would be a need for further B.E.S.T. standards training that teachers must familiarize themselves with. Our ELA department also needs more training regarding curriculum and resource tools. Some actions we would need to address this need is to provide the necessary training for understanding B.E.S.T. standards. We need to provide time for data reflections to analyze student progress towards mastery of these skills, which will help to reduce this barrier and allow for increased levels of achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Upon the data components, the area that showed the most improvement would be the subgroup of the Lowest 25th percentile for ELA in 3rd-8th grade. There was an 11 percentage point increase, taking this subgroup from 37% in 2021 to 48% in 2022.

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

The contributing factors to this improvement came from the teachers attending professional development aimed at using data to inform instruction and using collaborative strategies to promote ELA discussion/ critical thinking. There was a significant push for skill based differentiation to help close learning gaps as well as the continuous progress monitoring procedures set by the school. Department chairs assisted with monitoring team to ensure that teachers were analyzing data and using that data to plan differentiated lessons for small groups.

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 consistently meet with Grade-level Departments as well as following-up with their corresponding Department Chairs after progress monitoring to go over areas of weaknesses, as per the data demonstrates, 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 that will be provided at the school to support teacher and leaders is to focus on familiarizing themselves with the B.E.S.T. standards for both English and Mathematics as well as providing opportunities for teachers to break down B.E.S.T. standards through the clarifications each standards. Another professional development opportunity is to debrief resources with our teachers which include training on how to use and access and the curriculum and training for the supplemental resources we have purchased as well. Other professional development opportunities will be aimed at using data to inform instruction and using collaborative strategies to promote skill/data awareness and problem solving to fill student gaps.

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 providing multiple tutoring services, offered throughout multiple days of the week to those identified students that demonstrate academic gaps and therefore need supplemental assistance in order to ensure sustainability of improvement for the forthcoming years. We will be revisiting Tier 2 and

Tier 3 services and ensure its fidelity as well as closely monitor those students within those tiers to see if they may be successfully exited or moved from one tier to the next in order to meet the needs of all students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing our data, one area of improvement that has been identified as a critical need would be the ESOL subgroup, with 37% ELA achievement compared to the 48% ELA achievement in the year 2021, demonstrating a negative trend of 11 percentage points.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase our ESOL subgroup within the area of ELA achievement by 11% by the end of the academic school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring tools will be utilized by classroom teachers. Data conversations will occur monthly in department chair meetings. Data chats will occur with students and parent will be given information to monitor student progress. Admin/school leaders will complete regular walkthroughs throughout the school year to ensure that rigorous instruction as well as differentiated learning is occurring.

Person responsible for monitoring outcome:

Leisy Reitz (lreitz@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

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 Progress Monitoring scores (PM1-PM3) will be used to establish each student's initial academic level. All teachers will document differentiated activities upon 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

implemented for this Area of Focus.

teachers use Inside curriculum to meet the needs of their intensive reading students. Teachers will utilize various online instructional programs, such as IReady, Thinkcentral, Wonders, Reflex Math, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

As part of an inclusive school, common planning is pivotal for teachers to have an abundance of opportunities to share instructional strategies and methods to bridge learning gaps. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. Research has demonstrated that when teachers are able to implement progress monitoring assessments throughout the academic year, the teachers are then allowed to evaluate the effectiveness of their own teaching and progress within their classrooms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The lead teachers and curriculum coach/instructional specialist will work closely with teachers to provide guidance to using the B.E.S.T standards, model lesson(s) when necessary, assist teachers with lesson planning, and fostering data discussions and actions plans to meet the needs of students.

Person Responsible Leisy Reitz (lreitz@dadeschools.net)

Provide additional support for teachers and students.

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 Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing our data, we have identified an area demonstrating critical need upon the Students with Disabilities (SWD) subgroup within the math achievement in our school scoring at 15% whereas comparatively Miami-Dade County's averaged in at 25%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase our SWD subgroup by 10% by the end of the academic school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Various progress monitoring tools will be utilized by classroom teachers. Data reviews will occur on a monthly basis in department chair meetings. Data chats will occur with students and parent will be given information to monitor student progress. Admin/school leaders will complete regular walkthroughs throughout the school year to ensure that rigorous instruction as well as differentiated learning is occurring.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

1. Common planning times will be provided in the school schedule to facilitate collaboration/best practices. 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 Progress Monitoring scores throughout the year (i.e., PM1, PM2, and PM3) 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-

implemented for this Area of Focus.

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 IReady, Thinkcentral, Wonders, Reflex Math, Imagine Learning, and Achieve 3000 to meet the diverse levels and needs of the students.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.**

As research shows, common planning allows for collaboration and allows for teachers to share strategies that have been proven to work. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. When teachers implement student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Curriculum and instructional/curriculum 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)

#3. Instructional Practice specifically relating to Science

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing the data, an area of focus that demonstrates a need would be the overall science achievement. Comparing it to the 2021 school year which the score was at 45%, the percentage dropped for the 2022 school year to 44%.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase the overall science achievement score by 10% by the end of the academic school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Common/shared planning times will be provided in the school schedule to facilitate collaboration and sharing of best practices and effective strategies. 2. Diagnostic assessments as well as progress monitoring tools 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. Teachers will utilize various online instructional programs to supplement student learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research demonstrates that by utilizing progress monitoring tools, teachers may do timely academic decisions and accommodations in order to appropriately bridge any educational gaps upon topics within the content. Effective student progress monitoring supports all students in an academic setting.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Within the grade level of Kindergarten utilizing the SAT-10 as the end of year screening assessment, 7% of students are not on track to score a level 3 or above on the statewide standardized ELA assessment. First grade has 45% total students that are not on track, and 2nd grade has a total of 18% not on track for scoring at a proficiency range when given a statewide standardized ELA assessment. Our area of focus for Kindergarten would be to target vocabulary as well as high-frequency words within these primary grade levels, K-2, to help students bridge educational gaps when exposed to unknown words. Our area of focus for Grades 1 and 2 would be vocabulary and Comprehension in Informational Text. Having students in Kinder, 1st, and 2nd exposed to unfamiliar vocabulary will better prepare them for the statewide assessments that they will be seeing once they advance to the upper elementary grade levels as this is often an area in which the students show deficiencies in. This was identified as a critical need utilizing the progress monitoring tools in place, such as I-Ready Diagnostics, that demonstrated a deficiency upon those two areas of domains.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in Grade 3 contained 47% and Grade 4 contained 45% of students below a Level 3. Students in Grade 5 demonstrated 51% of their population scoring below level 3 as per the statewide standardized ELA assessment. Students in this grade level will have an area of focus upon the domain of vocabulary as well as comprehension. Students need to have further exposure to grade-level vocabulary that will, in turn, aid them in the comprehension of passages. As students learn to read progressively more advanced texts, they must learn the meaning of new words that were not originally part of their oral vocabulary. This was identified as a critical need utilizing the progress monitoring tools in place, such as I-Ready Diagnostics, that demonstrated a deficiency upon those two areas of domains.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The outcome the school plans to achieve for Grade K is to increase the overall achievement of high-frequency words by 5% at the end of each i-Ready Diagnostic assessment (i.e. AP1, AP2, AP3) as well as a 5% increase by the third F.A.S.T. Star Progress Monitoring . Upon the 2020-2021 school year's SAT-10 data, 7% of students were not on track for making grade-level progress. Kindergarten scored 17% below grade-level, as per the i-Ready Diagnostic (AP3). For Grades 1 and 2, the outcome that the school plans to achieve is to increase the overall achievement of comprehension within the Informational text genre as well as vocabulary by 5% in each domain per each diagnostic and 5% increase by the F.A.S.T Star PM3.. Currently, 52% of Grade 1 students scored below grade level and 44% scored below grade level for Grade 2, as measured in the i-Ready Diagnostic.

Grades 3-5: Measureable Outcome(s)

The measurable outcome for Grade 3-5 students is to have a 6% total increase within the Comprehension of Informational and Literature domains at the end of i-Ready Diagnostic 3 (AP3) as well as a 5% increase on the new coordinated progress monitoring (F.A.S.T.). Upon 3rd grade, 47% of students scored below Level 3. In 4th grade, 45% of students were below Level 3, and for 5th Grade, 51% of students were below Level 3 as per the statewide ELA assessment in 2022.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The school's areas of focus will be monitored through the usage of online progress monitoring tools such as i-Ready Diagnostics, GMs, as well as bi-weekly assessments utilizing the ELA teacher's curriculum. In addition, we will be utilizing screening tools within their Tier 2 and Tier 3 curriculum to monitor for the desired outcome.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Reitz, Leisy, lreitz@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

For Grades K-5th, we will be utilizing i-Ready's Personalized Instruction to pinpoint which lessons the students will be exposed to, which standards are they continuing to show deficiencies in, to then scaffold and supplement as needed. These specific and personalized instructions added to each students will allow students to bridge any gaps they have and increase their mastery upon the content. This evidence-based program demonstrates best practices aligned with the B.E.S.T. ELA standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based program addresses the identified needs by measuring growth within any given standard, using "Standards Mastery", and allowing teachers to pinpoint which standards the student(s) must be assigned. This is a way of progress monitoring and teachers are able to accommodate, as needed, their instruction within the classroom. In the previous academic school years, more specifically upon the 2020-2021, this program has shown proven records measuring in at 34% of students at or above grade level in AP1 and increasing to 60% by AP3 at the end of the school year.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The action step that will be taken to address the school's Areas of Focus is having the Reading Coach/Administration visit classrooms to review data, progress, sample of student work, and lesson plans.	Reitz, Leisy, lreitz@dadeschools.net
Ensure implementation of a school-wide progress monitoring plan	Reitz, Leisy, lreitz@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture as well as an environment in a multitude of ways. We give priority in parent engagement which helps the parents play an active role in their child's education by offering various events throughout the school year such as Hispanic Heritage Shows, Winter Shows, Meet and Greets, and 3rd Grade Parent Night. We have built school traditions by having morning announcements greeting the students and letting them know important events for the day and daily afternoon announcements to wrap up each school day. Furthermore, the school constantly builds upon engaging the teachers and students by having friendly competitions throughout the year such as i-Ready growth competitions in which students were challenged to score the highest overall and therefore the students with the largest growth and the teacher of those students earn rewards and recognition for their effort throughout the year, therefore encouraging academics while fostering a positive school culture.

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

Stakeholders play a pivotal role in promoting a positive school culture and environment. Stakeholders are asked to be an active part in our EESAC meetings and contribute ideas and suggestions for the betterment of our school and our students. The stakeholders are encouraged to volunteer at school events and asked to join the school in events such as Parent Nights of Career Day. Members of the community share their expertise and collaborate on various proposals to foster a positive school culture.