Youth Co Op Preparatory High School

2022-23 Schoolwide Improvement Plan

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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: 8/26/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 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	2021-22: B (59%) 2018-19: A (63%) 2017-18: B (60%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	75%

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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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.
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.
Corcho, Jacqueline	Other	Exceptional Student Education (ESE)/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.

Name	Position Title	Job Duties and Responsibilities
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.
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
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.
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 8/26/2022, 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.*
1

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.*
0

Total number of teacher positions allocated to the school
13

Total number of students enrolled at the school
261

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	0	0	0	0	0	0	0	0	0	82	67	41	61	251
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	2	2	5	10
One or more suspensions	0	0	0	0	0	0	0	0	0	5	0	0	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	11	7	8	10	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	32	23	0	1	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	26	23	9	6	64

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	0	0	0	0	0	0	0	0	0	0	7	0	8	15

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	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 8/30/2022

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	54%	51%				64%	59%	56%
ELA Learning Gains	67%						57%	54%	51%
ELA Lowest 25th Percentile	58%						47%	48%	42%
Math Achievement	33%	42%	38%				49%	54%	51%
Math Learning Gains	41%						58%	52%	48%
Math Lowest 25th Percentile	22%						46%	51%	45%
Science Achievement	72%	41%	40%				79%	68%	68%
Social Studies Achievement	78%	56%	48%				70%	76%	73%

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

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	
2022						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	68%	9%	67%	10%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	71%	-1%	70%	0%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	63%	-11%	61%	-9%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	54%	-10%	57%	-13%

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
ELL	48	63	55	19	16			58		100	36
HSP	66	68	58	34	41	22	74	79		94	67
FRL	63	65	59	33	41	25	74	80		91	56

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						

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
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

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)	N/A
OVERALL Federal Index – All Students	59
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	
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	10
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%	0
English Language Learners	
Federal Index - English Language Learners	49
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

Hispanic Students	
Federal Index - Hispanic Students	60
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	59
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 trend that emerges across grade levels, subgroups, and core content areas is that of the year 2021 when we compare it to the 2022 state assessments. We see an overall increase in proficiency across most content areas. However, in the area of mathematics for both Algebra and Geometry, we are performing below the state and district averages.

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

The data components that demonstrate the greatest need for improvement is that of the lowest 25% in math. We demonstrated a decrease in the achievement of our lowest 25 in the area of mathematics. On last years' state assessment in mathematics went from 35% achievement in 2021 for our lowest 25% to 22% in 2022.

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 includes the need of leadership and training for our math department. We also needed training on the B.E.S.T. standards for mathematics specifically in the areas of Algebra I & Geometry. Our math 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 as well as training to use the new math curriculum. 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?

The data component that showed the most improvement was social studies, specifically the U.S History EOC. In 2021, 54% of our students were proficient. Last year, we increased by 24 points with 78% of our students being demonstrating proficiency. In addition, our learning gains for both ELA and math increased. ELA demonstrated an 11% increase in overall learning gains and math demonstrated a 14% increase.

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 push for skill based differentiation to help close learning gaps as well as the continuous progress monitoring procedures set by the school. Throughout the year, we held numerous professional developments on differentiated instruction and analyzing data via progress monitoring procedures. 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 need 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 specifically focusing on our lowest 25 students.

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 understanding 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 and vertical progressions of each standards. Another professional development opportunity is to share 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 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.

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, we have identified reading learning gains for the lowest 25th percent of students as an area of focus. Fifty-eight percent of this population of students achieved proficiency in English Language Arts.
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 lowest 25th percentile in ELA by 7% by the end of the academic schoolyear.
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 implemented for this Area of Focus.	1. 9th grade through 12th-grade teachers will meet in content area groups. 2. Diagnostic assessments and previous 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. 3. 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, Read 180, 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	Content area groups help improve instruction by allowing teachers to share best practices, review students' work, and plan lessons together. Teachers will discuss strategies for differentiated instruction to meet learning needs. 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.

resources/criteria used for selecting this strategy.

<table>
<tr><td style="background-color:#e8c98a">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.</td></tr>
</table>

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

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.

Person Responsible   Chantel Rubio (cmrubio@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 math learning gains for the lowest 25th percent of students as an area of focus. Twenty-two percent of this population of students demonstrated proficiency in math, this is a decrease of 13% from the previous year.
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 lowest 25th percentile in math 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. 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 implemented for this Area of Focus.**	1. 9th grade through 12th-grade teachers will meet in content area groups. 2. Diagnostic assessments and previous 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. 3. 9th-12th ELA teachers will use the Big Ideas Learning core Algebra I, Geometry, & Algebra II curriculum to meet the needs of each student group (ELL, approaching, on-level, and beyond). Tier 2 students will be placed in the Foundational Skills in Mathematics intervention classes to target foundational skills, and teachers will use the Math XL curriculum to meet the needs of their intensive math students. Teachers will utilize various online instructional programs, such as the Big Ideas diagnostics, IXL, and Math XL digital platforms to meet the diverse levels and needs of the students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this**	Content area groups help improve instruction by allowing teachers to share best practices, review students' work, and plan lessons together. Teachers will discuss strategies for differentiated instruction to meet learning needs. Research has demonstrated that when teachers implement student progress monitoring, students learn more, teacher decision-making improves, and students become more aware of

specific strategy. Describe the resources/ criteria used for selecting this strategy.	their own performance. Furthermore, effective student progress monitoring supports all students.

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 will work closely with teachers to provide guidance to using the B.E.S.T standards, model lessons when necessary, assist with lesson planning, and fostering data discussions and actions plans to meet the needs of students.

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.

Person Responsible   Chantel Rubio (cmrubio@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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing our data, we have identified Algebra 1 achievement as an area of focus. Thirty-six percent of students demonstrated achievement with Algebra 1. This is a 3% decrease from 2021. Our percentage is also below the district, which averaged a 57% achievement and below the state, which averaged 54%.
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 Algebra 1 achievement by 14% by the end of the academic schoolyear.
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. Our Algebra I instructor will attend iCad professional development sessions to meet with other math professionals and discuss best practices and resource tools. 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 new Big Idea Learning Algebra 1 curriculum to meet the needs of each student group (ELL, approaching, on-level, and beyond). Tier 2 students will be placed in the Foundational Skills in Mathematics intervention classes to target foundational skills, and teachers will

implemented for this Area of Focus.	use the Math XL curriculum to meet the needs of their intensive math students. Teachers will utilize various online instructional programs, such as the Big Ideas diagnostics, IXL, and Math XL digital platforms 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.	Content area groups help improve instruction by allowing teachers to share best practices, review students' work, and plan lessons together. Teachers will discuss strategies for differentiated instruction to meet learning needs. 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

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 will work closely with teachers to provide guidance to using the B.E.S.T standards, model lessons when necessary, assist with lesson planning, and fostering data discussions and actions plans to meet the needs of students.

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

Person Responsible	Chantel Rubio (cmrubio@dadeschools.net)

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

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)

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.

Youth Co-op Preparatory 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.
Parents will be involved in the planning as well as the continuous implementation of the Title I Program at YCPS.
We 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 strengthens partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children.

Youth Co-op Preparatory High 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 for 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, the Youth Co-op Preparatory High School also hosts annual events that offer parents and students opportunities to engage with staff, gather important information, and see engage with the school community. Activities such as Career Day, Reading Night, and our winter/spring showcases will foster relationships with community partners.

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

This year's Community Involvement Specialist (CIS) will further promote opportunities for parental participation to secure community partnerships. Activities such as Career Day, Reading Night, and our winter/spring showcases 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, 1st period 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.