

Miami-Dade County Public Schools

Youth Co Op Preparatory High School



2023-24

Schoolwide Improvement Plan (SIP)

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Youth Co Op Preparatory High School

7700 W 20TH AVE, Hialeah, FL 33016

<http://yccs.dadeschools.net>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Reitz, Leisy	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.
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 in the school; recommends materials for purchase that support the reading plan and school-wide curriculum; 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 curriculum 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 (ESE/Gifted/RTI Chair): Provides assistance and guidance on the effective implementation of accommodations for the ESE population at the school. Collaborates with teachers on a monthly basis. Monitors the academic and behavioral progress of the ESE population.
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.
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

Name	Position Title	Job Duties and Responsibilities
		monitoring of the ELL population. Coordinator will test students throughout the year and hold LEP meetings as necessary.
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.
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.
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 EESAC meetings, providing an opportunity for all members to participate in decision-making, and giving members of the public the opportunity to address the EESAC.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Leadership met to review end-of-year school-wide data and prepare presentation for staff. School wide end-of-year data was presented to staff to determine areas of strength and improvement. Department chairs met with teams to discuss data and determine possible areas of focus. Department chairs met with leadership team to share possible areas of focus for SIP from each team. Together, the department chairs and leadership team selected all school-wide goals and determined a plan for improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The finalized SIP will be sent to all teachers. Each month, the leadership team will review subject-specific data from various progress monitoring assessments including S.T.A.R., F.A.S.T., iReady, and Topics Tests via performance matters to determine whether students are making expected progress in the areas of focus from the SIP. The leadership will share data report with department teams to discuss in monthly department meeting. Department chairs will review data report along with teacher lessons plans to determine whether plan is being implemented. Department chairs will share and discuss

findings with team and revise plan when necessary. Leadership team will monitor implementation of plan and meet with department chairs to discuss progress.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	55	50	66	54	51	57		
ELA Learning Gains				67			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile				58			54		
Math Achievement*	52	43	38	33	42	38	27		
Math Learning Gains				41			27		
Math Lowest 25th Percentile				22			35		
Science Achievement*	80	62	64	72	41	40	69		
Social Studies Achievement*	68	69	66	78	56	48	54		
Middle School Acceleration					56	44			
Graduation Rate	94	89	89	93	56	61	100		
College and Career Acceleration	62	70	65	62	67	67	69		
ELP Progress		49	45				18		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0

2021-22 ESSA Federal Index

Total Points Earned for the Federal Index	592
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	93

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	15	Yes	1	1
AMI				
ASN				
BLK				
HSP	70			
MUL				
PAC				
WHT				
FRL	68			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	49			
AMI				
ASN				
BLK				
HSP	60			
MUL				
PAC				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	59			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			52			80	68		94	62	
SWD												
ELL	22			8							2	
AMI												
ASN												
BLK												
HSP	63			53			79	70		61	6	
MUL												
PAC												
WHT												
FRL	61			51			78	60		61	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	66	67	58	33	41	22	72	78		93	62	
SWD												
ELL	48	63	55	19	16			58		100	36	
AMI												
ASN												
BLK												
HSP	66	68	58	34	41	22	74	79		94	67	

2021-22 ACCOUNTABILITY 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	ELP Progress
MUL												
PAC												
WHT												
FRL	63	65	59	33	41	25	74	80		91	56	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	56	54	27	27	35	69	54		100	69	18
SWD												
ELL	38	58	62	29	39	46	57	45		100	86	18
AMI												
ASN												
BLK												
HSP	58	56	55	26	27	33	68	53		100	68	18
MUL												
PAC												
WHT												
FRL	57	59	55	27	28	41	66	53		100	67	20

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	71%	54%	17%	50%	21%
09	2023 - Spring	53%	51%	2%	48%	5%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	56%	-10%	50%	-4%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	52%	-29%	48%	-25%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	65%	13%	63%	15%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	66%	2%	63%	5%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Geometry demonstrated the lowest performance for our school. On the end-of-year Geometry EOC, our students demonstrated 23% achievement, scoring far below the district and state average of nearly 50%. One contributing factor was that the students took the class via FLVS, which did not have an effective outcome. In addition, our data trend demonstrates that we have scored below the district since 2018 based on teacher turnover. This year we have assigned an experienced teacher in this content area.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from prior year was 9th grade ELA, which dropped 10% from the previous year. The 9th grade achievement was 53%, which was above the state average and the same as the district average, but it is 10% below are previous year's average. The contributing factor is that we had a new 9th grade teacher in the class who was unfamiliar with the grade level requirements and curriculum that was used.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Geometry demonstrated the greatest gap when compared to the state average for our school. On the end-of-year Geometry EOC, our students demonstrated 23% achievement, whereas the state had a 49% average. There was a 26% gap. One contributing factor was that the course was taught via FLVS, which has proven to be ineffective.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Algebra. We went from a 36% at the end of SY2022 to a 69%. This was a 33% increase. The actions that took place were that we changed the curriculum to the district recommended Big Ideas Curriculum and implemented the new B.E.S.T. standards. We implemented the Math XL program for tier 2 intervention. We also changed the Algebra teacher and made her department chair as well. We also added an interventionist for Algebra.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern are the number of students scoring a level 1 on the Geometry EOC.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Priority 1: Geometry achievement
- Priority 2: 9th Grade ELA Achievement
- Priority 3: Positive Culture & Environment

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing our data, we have identified an area demonstrating critical need in Geometry. Given that Algebra 1 is a prerequisite of Geometry, In 2022, the passing score for Algebra 1 was 36%, which contributes to a low score for Geometry in 2023. On the end of year Geometry EOC, our students demonstrated 23% achievement, scoring far below the district and state average of nearly 50%.

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 Geometry achievement by scores by 27% by the end of the school year. This will help us meet the district and state average of 50%.

Monitoring:

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

Various progress monitoring tools will be utilized by classroom teachers, such as IXL diagnostics throughout the school year. In addition, teachers will be able to monitor achievement on specific Geometry topics using the district topic assessments via the Performance Matters platform. Data reviews will occur on a monthly basis in department chair meetings. Data chats will occur with students and parents will be given information to monitor student progress on a quarterly basis. Admin/school leaders will complete walkthroughs and observations to ensure that pacing guides are being following with fidelity and to ensure differentiated instruction is used to meet the learning needs of all students.

Person responsible for monitoring outcome:

Yisel Alvarez (y_alvarez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. 9th grade through 12th-grade teachers will meet in content area groups.
2. Diagnostic assessments and Topic tests will be used to track student's progress and teachers will use the data to document student grouping and create differentiated learning activities in their weekly lesson plans.
3. 9th-12th Math teachers will use the Big Ideas Learning core curriculum to meet the needs of each student group (ELL, emerging, proficient, and advanced). 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 skills review, and IXL, digital platforms to meet the diverse levels and needs of the students.
4. Math interventionists will provide small group interventions to students who demonstrate a need for more support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Lesson plans will be submitted each week to department chairs for review on a weekly basis and share findings to curriculum coach and administration.

Department chairs will meet with team on a monthly basis to review classroom and grade level data and plan for areas that demonstrate a need of improvement. Curriculum coach will provide supports and resources to department chairs.

Person Responsible: Chantel Rubio (cmrubio@dadeschools.net)

By When: Department chairs will submit monthly minutes, agenda, and sign in sheets to curriculum coach on the last day of each month for review.

Interventionists will teach lessons using iStation intervention program and use iStation software as a supplemental resource.

Person Responsible: Chantel Rubio (cmrubio@dadeschools.net)

By When: Department chairs will review intervention lesson plans on a weekly basis and curriculum coach will review program reports twice a quarter to track progress and provide supports when necessary.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data component that showed the greatest decline from prior year was 9th grade ELA, which dropped 10% from the previous year. The 9th grade achievement was 53%, which was above the state average and the same as the district average, but it is 10% below are previous year's average.

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 9th grade reading achievement by 5% by the end of the academic school year, from a 51% achievement average to a 56% achievement average.

Monitoring:

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

Progress monitoring will occur in the classroom through the use of IXL diagnostics, curriculum summative and formative assessments, and F.A.S.T ELA progress monitoring assessments. . Additionally, teachers will discuss data at monthly department meetings. Data chats will be discussed with students and sent to parent/guardian for review each quarter. Information will be updated and differentiated instruction groups will be formed. Administration will also be conducting thorough walkthroughs throughout the school year to ensure rigorous instruction.

Person responsible for monitoring outcome:

Chantel Rubio (cmrubio@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students that did not meet grade level benchmarks last year on the F.A.S.T. ELA state assessment were placed in the Tier II intervention intensive reading course. Teachers then follow through with the RTI process to ensure that students are receiving the intervention they require and reading interventionists will provide small group supports for those in tier 3 using the Reading Horizons Elevate program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Content area teachers improve instruction by having easily accessible data on a regular basis as a result of summative and formative assessments as well as through supplemental technological programs such as IXL. Coming together to review student work and data allows for well informed lesson plans that meet student needs. Teachers will be able to collaborate to form differentiated activities and groups to meet learner needs. Research has shown that when teachers practice effective teaching by being prepared with data and a well planned curriculum, they can perform high quality instruction to better support student learning. Moreover, when teachers monitor student progress, collaborate, and prepare, it benefits all student learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Lesson plans will be submitted each week to department chairs for review on a weekly basis and share findings to curriculum coach and administration.

Department chairs will meet with team on a monthly basis to review classroom and grade level data and plan for areas that demonstrate a need of improvement. Curriculum coach will provide supports and resources to department chairs.

Person Responsible: Chantel Rubio (cmrubio@dadeschools.net)

By When: Department chairs will submit monthly minutes, agenda, and sign in sheets to curriculum coach on the last day of each month for review.

Curriculum coach will monitor intervention grouping, lesson planning, and data reporting. Tier 1 students will use Savvas Perspective curriculum and provide appropriate differentiated lessons. (ELL, approaching, on level, and beyond). Tier 2 students will use the Read 180 curriculum in their intensive reading classes to target foundational skills as well as Achieve 3000 and Imagine learning for ESOL students. Tier 3 students will meet with an interventionist and use the Reading Horizons Elevate intervention plan and use Reading Horizons software as a supplemental resource.

Person Responsible: Chantel Rubio (cmrubio@dadeschools.net)

By When: Reading coach will review intervention lesson plans on a weekly basis and program reports twice a quarter to track progress and provide supports when necessary.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing our teacher retention data, we demonstrate an 71% teacher retention rate, indicated that we lost 29% of our teachers.

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 teacher retention by 9%. We are hoping to retain 80% of our teachers by the end of the school year.

Monitoring:

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

This Area of Focus will be monitored by tracking an employee incentives calendar with names of winners and rewards. We will implement surveys throughout the year to ask teachers for any feedback/suggestions for upcoming rewards.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions that we will be adding this year is to build school culture and encourage teachers to stay at our school by creating a reward system for teacher. The idea is to build morale within the school and help teachers feel more appreciated for showing up to work and staying with us. In addition, we want continue creating opportunities to seek out teacher needs and open doors of communication. In addition, we want to add employee health-and-wellness initiatives throughout the year to further improve optimism and boost employee satisfaction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers feel appreciated and cared for at work, they are more likely to want to remain working at that school. We believe these incentives will help boost employee morale by giving our staff more recognition for the things they do. We understand that low morale can often cause burnout and high levels of anxiety and stress, so we seek morale-boosting measures to establish and maintain a happy workforce and a positive company culture.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create an incentive plan/chart to encourage teacher attendance, and distribute to teachers

Person Responsible: Leisy Reitz (lreitz@dadeschools.net)

By When: Incentive plan will be distributed by the middle of quarter 1. Once the plan has been shared, we will be track teacher attendance on a daily basis and share progress bimonthly

Reward teachers for various accomplishments.

Person Responsible: Leisy Reitz (lreitz@dadeschools.net)

By When: Bimonthly

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with all stakeholders via the school website ycps.org, in the About Us Tab, under School Improvement Plan.

In addition, the SIP will be presented to parents at the Title I meeting and will be available at the parent resource center.

The SIP goals will be presented in EESAC meetings in both English and Spanish and SIP will be reviewed for parents and stakeholders present at the meeting. All teachers, parents, students, and all stakeholders will be invited to attend those meetings through our school's IG account, iMessage, and parent Remind application.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Webpage - YCPS.org

The school builds positive relationships with parents, families, and other community stakeholders 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 opportunities for parents to meet teachers and discuss class expectation and procedures during Meet and Greets and Open House, In addition, we encourage parents to participate in school decisions and SIP monitoring during EESAC meetings throughout the year. We send home student data reports 3 times a year after each major progress monitoring assessments to view students progress/growth. We offer parents the ability to schedule parent/teacher conferences on a one to one basis or counselors can schedule to have parents meet with all teachers when requested. We host various events throughout the school year such as Hispanic Heritage Shows, Winter & Spring Shows, 11th & 12th Grade Parent Nights, Reading Nights, etc. 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 aligned to our school's mission and vision.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school plans to strengthen the academic program in the school by continuously monitoring teacher lesson plans and assessment results to ensure that rigorous instruction is being provided and differentiated instruction is being implemented to meet the needs of all students by closing learning gaps and providing enrichment and acceleration. Regular walkthroughs will occur to ensure bell to bell instruction and pacing guide implementation. In addition, data related to areas of focus (9th grade ELA and Geometry) will be continuously assessed and monitored by the leadership and department teams during staff meetings on a monthly basis.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Aside from Title 1, the Title IX program will provide additional resources and assistance to those eligible students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our institution is committed to cultivating a positive school culture by providing specialized training to our staff and students on prevention techniques. Rigorous analyses of indicator reports enable us to identify and effectively address the diverse challenges encountered by our student community. We strive to educate and support our students and their families through a range of initiatives, including classroom guidance lessons, group counseling, and informative presentations.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Youth Co-op Charter School, we collaborate with faculty and staff to empower our students with the knowledge and skills necessary to flourish in their future professions. In pursuit of this goal, we have partnered with Miami Dade College to provide our high school students with the opportunity to earn college credits through Dual Enrollment. This allows eligible students to obtain their AA at Miami Dade College or transfer credits to the college of their choosing. For those who opt out of Dual Enrollment, they may still receive a Career Certificate in their field of interest or attain Advanced Placement credits by passing an exam. As part of the Dual Enrollment program, students can participate in an internship course to develop essential soft skills that are vital in the workforce, including email etiquette, phone communication, and teamwork. We also organize an annual Career Day event for all grades to highlight diverse career paths and opportunities that students may pursue upon completing their high school education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Youth Co-Op Charter School, services are coordinated and carried out under the Individuals with Disabilities Education Act; we utilize a framework called MTSS, which is evidence-based, culturally inclusive, and sustaining. It is implemented from kindergarten to 12th grade and focuses on data-based problem-solving to integrate academic and behavioral instruction and intervention at different levels of intensity. The goal is to enhance the learning experience and social/emotional functioning of all our students (Sink, 2016). The MTSS program is tailored to pinpoint students who may require additional assistance at every stage, guaranteeing they receive the support they need. The MTSS team is composed of school counselors, social workers, ESE program specialists, reading coaches, and grade-level teachers. Meetings are held monthly for each grade level, where students are evaluated based on their academic progress, behavior, and attendance records. Upon identification, the appropriate interventions are implemented to assist the student.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At our institution, we place great emphasis on the importance of professional development for our staff. We offer a wide range of opportunities and technological resources to aid in their growth. As a requirement, we ensure that all of our staff members become certified in Youth Mental Health Aid to effectively support our students through potential risks and warning signs. Moreover, we provide continuous support to our teachers through regular workshops, in-class observations, and one-time seminars.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Transitioning from an early learning program to kindergarten can be a major milestone for young children, affecting their academic and social growth. At Youth Co-Op Charter schools, we understand the importance of a smooth transition and have implemented various activities and strategies to support preschoolers in this process. Our approach includes Kindergarten Orientation sessions for both children and their families, as well as providing families with a comprehensive list of books and interactive materials focused on fostering the social and emotional development of their children.