FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: YOUTH CO-OP CHARTER SCHOOL

District Name: Dade

Principal: Maritza Aragon

SAC Chair: Toby Hernandez

Superintendent: Mr. Alberto M. Carvahalo

Date of School Board Approval: Pending

Last Modified on: 08-31-2009

VISION and MISSION STATEMENTS

The vision of Youth Co-Op Charter School is to provide educational excellence to all.

The mission of Youth Co-Op Charter School is to provide small class size, increased parental involvement and a safe learning and teaching environment that results in increased student achievement. The school strives to equip students to meet the challenges of an ever changing complex community and world. Youth Co-Op Charter School provides a caring atmosphere that instills self confidence while imposing high demands on student performance.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

The philosophy at Youth Co-Op Charter School has always been that students learn best when they are engaged in challenging, rigorous academic curricula. When juxtaposed with involved, engaged teachers excited about their subject matter, the results cannot be anything but rewarding. We believe that if we set the bar high for our students, their accomplishments will follow our expectations. By using state adopted materials, implementing the latest technology in the classroom, and using research-based approaches, our school will pave the way towards a successful and ambitious student body, able to meet the challenges of today, and tomorrow.

Youth Co-Op Charter School (YCCS) is located at 12051 W. Okeechobee Road, in Hialeah Gardens on approximately two acres of land, and is currently in its 11th year of operation. Our students mainly come from Hialeah Gardens Elementary, Earnest R. Graham Elementary, and Ben Sheppard Elementary School. The school is composed of two separate facilities/buildings within the same location. One facility is a 27,332 square foot, two story building that was originally built as a private school. The facility houses students in grades 6-8, has 17 classrooms, a large cafeteria and an indoor regulation size gymnasium. The second facility is a modular building that was added in 2003. It measures 7,197 square feet and houses students in grades K-5. There are ten classrooms, including a small media center.

Unique School Strengths for Next Year

During the 08-09 school year, Youth Co-Op earned a school grade of "A" for the 8th year in a row, and met all AYP requirements. Learning gain calculations, as well as achievement scores, earned YCCS 623 points for the school grade, the highest score the school has achieved. Youth Co-Op also anticipates qualifying for the "Five Star School Award" from the Florida Department of Education and the Florida Council for Community Involvement in Education, which identifies model programs in education, as well as serves as an assessment instrument to measure the success of community involvement activities and programs.

We are also offering Florida Virtual School courses to our middle school students, so that they can have greater access to high school courses within their middle school curriculum, and thus be prepared for higher academic success once they enter high school.

YCCS will also see its core leadership team returning next school year for the 12th year in a row. The principal, assistant principal, and lead teacher have served at YCCS since the school's inception in 1998. The low turnover has been an important aspect of YCCS' success. A majority of the faculty and staff at YCCS have served for over half of the school's history.

The school principal has attended the PROMISE program for administrators that will allow her to provide more guidance on the upcoming new Sunshine State Standards for the next school year in Math and Science. The assistant principal has also completed training in the Response to Intervention Model that the district is implementing as well. Both administrators also

have their SACS/CASI (Southern Accreditation of Colleges and Schools/Council on Accreditation and School Improvement) training completed, and are able to now participate on SACS/CASI accreditation visiting teams.

Unique School Weaknesses for Next Year

As should be no surprise, the budget cuts that all schools will experience next school year will also be a challenge for YCCS as well. Funding will be reduced, while standards are raised by the No Child Left Behind Act. Compounding this economic hardship is that more schools will be opening next school year in the surrounding area. Securing 100% student enrollment will therefore be more and more difficult. As a result of earning an "A" school grade for the 8th year in a row, Academic performance is not a school weakness.

To address these challenges, YCCS anticipates that letting the community know of its "A" school grade for an 8th straight year will help to keep enrollment high. Flyers have been distributed, community newspapers have been contacted, and other means of communications have taken place to disseminate to the public our existence, and success as an educational institution. In addition, through efficient managing of school finances and anticipating a second consecutive year of reduced revenue, we have structured a budget that will not compromise the educational product in any way. Moreover, YCCS has partnered with the Children's Trust of South Florida to provide additional funding support for our after school program, thus providing more financial relief from programs that are usually difficult to operate without a deficit.

Student Demographics

The student body of approximately 500 students in grades K-8 is composed of approximately 95 percent Hispanic, 3 percent White, Non-Hispanic, 1 percent Black, and 1 percent Asian students. The number of students on free and reduced meals is 76%, qualifying the school for Title I funds. The school depends on these funds for many of the supplemental educational programs used, which help us heighten student achievement. Approximately 4% of the student body are students with disabilities (SWD), while approximately 9% of the school population are English Language Learners (ELL).

Our school has consistently achieved academic success by maintaining its school grade of "A" for the past eight years, as well as meeting 100% AYP. Youth Co-Op Charter School is also one of the few K-8 centers that has earned SACS accreditation (Southern Association of Colleges and Schools), as of the 2007 - 2008 school year. We currently have approximately 20% of our student body at either a Level 1, or Level 2, in Reading, Math and/or Science. YCCS had a promotion rate of over 99% during the 2007 - 2008 school year, and graduated 100% of its 8th graders.

Student Attendance Rates

Youth Co-Op Charter has had the good fortune of having an attendance rate over 97% for the last three years. District statistics reveal that our attendance rate has been consistently higher than the districts. District attendance rates have varied over the last three years from 95%, to 96%. Subgroup analysis shows that all AYP groups exhibit similar rates of absenteeism. No groups exhibit lower rates of attendance, which is in line with our 100% AYP status.

Student Mobility

The mobility rate for Youth Co-Op Charter School is 7%. This rate is consistently below the district rate, sometimes resulting in only half the mobility rate of the district or less. At the beginning of the school year, our school population did decrease by an estimated 25 students. Through strategic advertisement and recruitment however, our school was able to increase its student numbers to full capacity by January, and maintain the desired population until the end of the year. As a small charter school, community awareness is often difficult. Once we engage the community with greater awareness of our performance and existence, numbers tend to go up again. Despite the loss of students earlier in the year, our school was capable of sustaining its academic programs without having to layoff any faculty or staff.

Student Suspension Rates

YCCS' most recent data states that 24 school days were spent in indoor suspension, while 15 days were spent in outdoor suspension. The trend for the last three years of data has been relatively flat, for outdoor suspensions totaling 14 to 16 days. Indoor suspensions have been varied from 8 to 33 days. Years where suspensions had increased slightly, the school mobility rate had also increased. Students that were new to the school culture may have had trouble adjusting to the more rigorous and structured environment. Alternatives to suspension are being created for next school year to reduce the number of suspensions for both indoor and outdoor, including referrals to community health partners, and greater usage of the parent academy.

Student Retention Rates

Retention rates beginning with 07-08 school year data were at 1.5% , while the previous year was .4%, and the year before that, 1.2%. Retention rates have not wavered much, and are considerably lower than the district rates. The district retention rate has been as much as five times or more greater than the retention rate for YCCS. Midyear promotion has been a factor for only our third grade students. An average of about 50% of those students that did not pass the 3rd grade FCAT, and were held back in 3rd grade, were able to be promoted midyear to the 4th grade based on their passing the midyear promotion test. In an effort to see retention rates decrease even further, and allow for more opportunities for credit recovery, YCCS has purchased software that is aligned with the district curriculum, and utilized by the entire district for course recovery during the school year. Exactly 100% of the students that attempted course recovery for core curriculum courses this year earned their necessary credits, keeping them on track to be promoted to high school on time.

Class Size

The class size average for Youth Co-Op Charter School is: (K-3) 15 students, (4-8) 20.94 students. Youth Co-Op Charter School has been able to provide lower class size averages well before the state mandated requirements. Class size numbers for our SWD and ELL population are comparable, since all students at YCCS are mainstreamed. In addition, 100% of our

faculty is Highly Qualified under the High, Objective, Uniform State Standard of Evaluation (HOUSSE). In an attempt to provide professional development for our newer models of curriculum delivery, co-teaching professional development will be given to those teachers that are co-teaching next year in the elementary levels. Those subject areas that have been impacted by co-teaching have shown positive growth numbers. Thus, by addressing these data patterns in those subject areas, we are expanding our co-teaching model to include other grade levels for the upcoming school year. Depth of interventions will be measured by reviewing all the periodic assessments given throughout the school year (i.e., Interim Assessments, FCAT, SAT, etc...).

Academic Performance of Feeder Pattern

For the 07-08 academic school year, elementary schools within our feeder pattern (Hialeah Gardens Elementary: 97% AYP, DA Prevent I, Ben Sheppard Elementary: 100% AYP, & Earnest R. Graham Elementary 100% AYP) earned an "A" school grade. Middle schools showed improvement as well, with Jose Marti Middle improving from a "C" school grade, to a "B" school grade (77% AYP, DA Correct I). Bob Graham K-8 Center improved to an "A" school grade as well (95% AYP, DA Prevent I). Mater High School (92% AYP, DA Prevent I) was an "A" school in 07-08, while Barbara Goleman Sr. High (100% AYP) was a "C" school.

All our elementary feeder pattern schools have met AYP, except for Hialeah Gardens Elementary. Youth Co-Op has met AYP for the last few years, only having not met AYP once in its history, due to the performance in only one AYP subcategory. In looking at the AYP data, SWD performance is an area of focus for our school in order to prevent those students from performing below grade level expectations.

In an effort to increase collaboration between schools in the feeder patterns for rising students, YCCS complies with all requirements for transitioning students with disabilities (SWD) according to their IEPs. Schools that have been designated as the future school of the students are invited to the meetings, and fully participate in the development of the student's new course selection and IEP. Conversely, YCCS visits the sending school before a student is received, and is part of the IEP team that meets to assist in the transition of the student to our school.

Teacher expertise has been a strength for our school, resulting in 100% of the faculty being rated as Highly Qualified. This has been working effectively, due to AYP performance resulting in passing scores for all applicable subgroups.

As a matter of routine and preparation for "school readiness", YCCS prepares for the needs of its feeder pattern through reviewing the performance data of its students, and making adjustments as such. For example, a greater focus on offering High School courses was made for the middle school in order to help combat the High School drop out rate.

Partnerships and Grants

As part of YCCS's efforts to secure funding for rewarding high achieving teachers, Youth Co-Op Charter applied for the EPIC Grant. Primarily funded through the federal Teacher Incentive Fund, the Effective Practice Incentive Community is a unique program managed by New Leaders for New Schools that rewards educators in schools making significant student achievement gains in exchange for sharing their successful practices with colleagues across the country through the EPIC Online Knowledge System.

Community Partnerships have also been made with the City of Hialeah Gardens and Miami Metro Dade County. The Mayor has come to YCCS yearly to give needy children toys during the Christmas season, as well as gift certificates for those needy families for Wal-Mart. The Mayor has even invited the top performing students on the FCAT for a special luncheon! Commissioner Diaz also provides yearly book bags for needy children as well as rewards and recognition those that excel.

Business partnerships also support the mission of YCCS. Starbucks, Publix, and Home Depot are just a few of the local business partners that have contributed time, finances, business space, and personnel.

Youth Co-Op Charter School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC),
the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work
with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Maritza Aragon	BS- Education, Montclair State College; Master of Science- Educational Leadership, Nova Southeastern University; and holds professional certification in the areas of Social Science, Spanish, and Educational Leadership.	11	11	2008-2009: Grade: A, Reading Mastery: above 79%, Math Mastery: above 72%, Science Mastery: above 64% AYP: 100% of Criteria met for all subgroups 2007-2008: Grade: A, Reading Mastery: 82%, Math Mastery: 75%, Science Mastery: 60% AYP: 100% of criteria met for all subgroups. 2006-2007 Grade: A, Reading Mastery: 79%, Math Mastery: 76%, Science Mastery: 54% AYP: 100% of criteria met for all subgroups. 2005-2006: Grade: A, Reading Mastery: 75%, Math Mastery:70%, AYP: 100% of criteria met for all subgroups. 2004-2005: Grade: A, Reading Mastery: 75%, Math Mastery:70%, AYP: 100% of criteria met for all subgroups.
Assis Principal	Toby Hernandez	BS- Psychology, Florida International University; Master of Science- Marriage and Family Therapy, St. Thomas University; and holds professional certification in the areas of Psychology, Mathematics, and Educational Leadership.	11	6	2008-2009: Grade: A, Reading Mastery: above 79%, Math Mastery: above 72%, Science Mastery: above 64% AYP: 100% of Criteria met for all subgroups 2007-2008: Grade: A, Reading Mastery: 82%, Math Mastery: 75%, Science Mastery: 60% AYP: 100% of criteria met for all subgroups. 2006-2007: Grade: A, Reading Mastery: 79%, Math Mastery: 76%, Science Mastery: 54% AYP: 100% of criteria met for all subgroups. 2005-2006: Grade: A, Reading Mastery: 75%, Math Mastery:70%, AYP: 100% of criteria met for all subgroups. 2004-2005: Grade: A, Reading Mastery: 75%, Math Mastery:70%, AYP: 100% of criteria met for all subgroups.

Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Andrea Jimenez	BS- Science in Biology, Pontificia Universidad Javeriana, Bogota, Colombia; Master of Science- Curriculum Instruction & Tech, Nova Southeastern University; and holds professional in the areas of General Middle Grades Science (5-9), Elementary Education (K-6) and a Reading	8	3	2008-2009: Grade A. Reading Mastery: 79%, Learning Gains: 75%, Lowest 25% Gains: 76%. 2008-09 AYP 100 % of Criteria met for all subgroups 2007-2008: Grade A. Reading Mastery: 82% Learning Gains: 66%, Lowest 25% Gains: 71%. 2007-08 AYP 100 % of Criteria met for all subgroups 2006-2007: Grade A. Reading Mastery: 79%, Learning Gains: 74%, Lowest 25% Gains: 71%. 2006-07 AYP 100 % of Criteria met for all subgroups.

			Endorsement.			

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Merit Award Plan (MAP) is an effort to promote and motivate excellence amongst our faculty, by providing performance based pay to instructional employees. MAP recognizes faculty members whose work results not only the highest achievement, but also the highest professional practices among their peers.	Mr. Tobias Hernandez	December, 2009	
2. The Effective Practice Incentive Community (EPIC) rewards educators in schools making significant student achievement gains in exchange for sharing their successful practice with colleagues across the country through the EPIC Online Knowledge System.	Mr. Tobias Hernandez	September, 2009	
3. Teachers-Teachers.com – It's a state provided employment web site.	Mr. Tobias Hernandez	July, 2009	
4. Career Builders – Private employment website.	Mrs. Leisy Reitz	July, 2009	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
30	27	30	43	0	10	100	10	0	60

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa Bonck (Language Arts and Reading)	Laura Pascal (Language Arts)	Ms. Pascal is a second year teacher. Ms. Bonck's students have shown improvement in reading from the year 2008 to 2009; 84% of her students scored 3 and above on the 2009 FCAT, and Ms. Bonck is well versed on the infusion of effective reading strategies and student motivation.	The mentor and mentee will be planning classroom visits to model and demonstrate successful teaching strategies; both the mentor and mentee will share materials, curriculum development, and teaching methods. Meetings during the PLC (Professional Learning Community) will be conducted in order to discuss and reflect on the teaching process, discuss specific areas where improvement is needed, discuss school-related procedures, assignments, and issues. The reading coach will also model using effective reading and writing strategies.
		Ms. Armas has had experience as a substitute teacher since	

Nila Andrion (Comprehensive Science)	Yaremis Armas (Comprehensive Science)	2005. Ms. Andrion has over 12 years of experience teaching middle school with great success and an FCAT achievement of above 60%. Ms. Andrion has experience infusing reading and writing strategies into the science curriculum.	The Mentor will provide advice, share information about job requirements, and will provide orientation to the mentee during PLC; The mentor and mentee will be planning classroom visits to model and demonstrate successful teaching strategies; both the mentor and mentee will share materials, curriculum development, and teaching methods.
Lynette Blanco (Science and Mathematics)	Christina Maseda (Mathematics) Barbara Ramos (Mathematics)	Ms. Maseda has been a substitute teacher since 2008, and Ms. Ramos has been a director for educational programs and tutor since 2001. Ms. Blanco has great leadership skills and her math scores have been over 80% consistently in both making learning gains, as well as achievement levels. In addition, Mrs. Blanco also participated in the PROMISE project, sponsored by Florida State University, which provided professional development in the new Sunshine State Standards for Mathematics and Science.	The mentor and mentees will be planning classroom visits to model and demonstrate successful teaching strategies; both the mentor and mentees will share materials, curriculum development, and teaching methods. Meetings during the PLC will be conducted in order to discuss and reflect on the teaching process, discuss specific areas where improvement is needed, discuss school-related procedures, assignments, and issues.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Funds were used for the hiring of a Reading Coach, Community Involvement Specialist, and also provided tutoring services to struggling students, and the acquisition of supplemental materials to compliment the intensive intervention programs. The parent resource center of YCCS was also funded to provide more materials for parental support of their children's academic achievement.

Services are also provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Chess Club, Art Club, Supplemental Educational Services and special support services to special

needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Youth Co-Op Charter School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ELL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson
Study Group implementation and protocols

Title III

As a result of our baseline needs assessment, ELL students were targeted for Title III services. ELL students were provided with after school tutoring to help facilitate language acquisition, and academic progress.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools. Each school is provided a video and a curriculum manual; a contest is sponsored by the homeless trust-a community organization.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. Funding received was used to assist students needing intervention. Materials were provided as support for these programs.

Violence Prevention Programs

YCCS participated in an anti-bullying intervention program using the Bullying Prevention Manual provided by the county's district wide program. Students were provided with a positive environment within the classroom, as well as a conflict resolution program in line by the information given at the trainings. YCCS trains all faculty and staff to respond immediately to harassment and bullying, and makes it expressly clear to both students and parents that students have the right to come to school every day free from violence, and harassment by others.

Nutrition Programs

1) YCCS adheres to and implements the nutrition requirements stated in its Wellness Policy.
2.) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in our Wellness Policy. YCCS integrated a fitness program called Commit to be Fit, funded by the United Way. This program motivated students to live a healthier lifestyle by making a conscious effort to include healthy activities daily. A wellness program was adopted which promoted good nutrition. We are also part of the National School Lunch Program. Youth Co-Op Charter School aims to teach, encourage and support healthy eating by students. The school will provide nutrition education and engage in nutrition promotion that emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise). The wellness policy is approved by the board on a yearly basis.

Housing Programs

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

Career and Technical Education

In accordance with the Middle School Reform Act, YCCS has all middle school students receive a course in career awareness and exploration. They utilize the ePep (electronic Personal Education Plan), as well as the state's FACTS website (Florida's Academic Counseling and Tracking for Students). Students also participated in Career Day, when several community professionals visited our school and gave presentations on their careers. Included in our Career Day were presentations from the police K-9 unit, and emergency mobile unit, doctors, psychologists, and other community businesses.

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post secondary technical credits in high school. It also provides more opportunities for students to complete 2 and 4 year post secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for post secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

Other

Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under the No Child Left Behind Act and other referral services.

A Community Involvement Specialist was also hired with Title I funds to further promote opportunities for parental participation, as well as secure community partnerships. Activities such as Parent Appreciation Day and relationships with such community partners like Home Depot and Starbucks helped promote parental involvement, and support.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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 data-based decision-making, ensures that the RtI initiative is implemented; ensures implementation of intervention and ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based academic plans and activities.
Assistant Principal: Shares the principal's mission and vision, assists and participates in 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; facilitates data-based decision making activities.
Lead Teacher: Provides instructional leadership through modeling effective practices and strategies, supports teachers and

students as a resource by providing classroom feedback, strategies and suggestions, serves as a liaison between principal and faculty, assists the team in instructional design and implementation correlated to data analysis and academic expectations, and helps staff analyze data to make instructional decisions based on it.

General education Teachers and department chairs (Primary and Intermediate): Provide information and academic resources about core instruction, participate in data collection, interpretation and analysis, deliver and implement tiered-instruction/intervention, collaborate with other staff to effectively implement tiered instruction and intervention, and successfully implement focus calendars and pacing guides. Support the reading coach in accomplishing success in the school's implementation of the CRRP.

Exceptional Student Education (ESE) Chair: Provides assistance and guidance on the effective implementation of accommodations for the ESE population at Youth Co-Op Charter School.

Reading Coach: Assists with the development, coordination and implementation of the 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, remains abreast of reading policies, requirements and strategies, and shares these with peers, and assists in the evaluation of new instructional programs and instructional materials.

Parental Involvement Liaison: Assists in planning, implementing and administering educational support to school programs and special projects in which the parental community is involved, provides an on-going channel of communication for staff, faculty, parents and the community, recruits parent volunteers for educational activities, solicits the participation of local group committees in school life, solicits the participation of local business communities in programs for parental involvement.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The leadership team will focus on supporting, learning and teaching for the school community; it will also focus on enhancing and building a literacy environment and culture across all content areas in order to create capacity of reading knowledge and literacy within the school. The ultimate goal of the leadership team will be to create a plan and course of action to address literacy concerns to better serve the needs of our students.

The team will meet once per month to engage in data analysis and discussion to better understand students' literacy knowledge and needs so that it can select and recommend appropriate practices and resources to meet those particular needs. The team will also analyze ongoing and standardized data used for screening and determining outcomes to effectively implement a plan of action that includes identification of stakeholders and their roles in the plan, the professional development needs, and to sustain the leadership team's role throughout the year. The team will utilize data to make curricular informed decision as well as to identify students' performance on the different assessments in order to tier instruction.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The Leadership Team met with the principal, assistant principal and the lead teacher to help develop the SIP in conjunction with the EESAC committee. The team provided and analyzed data on interim assessments and discussed Tier 1, 2, and 3 targets and its implications, intervention programs and their effective implementation in conjunction with the core programs. The team analyzed the school as a community in a holistic manner taking into consideration its culture, organization and curriculum. The team understands that's the School Improvement Plan (SIP) as a guiding live document that is continually reviewed and modified to ensure that our students have programs, resources and interventions in place so that they can achieve their greatest potential.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data, interim data: Edusoft, FAIR and FORF: Progress Monitoring and Reporting Network (PMRN), and m-class, Florida Comprehensive Assessment Test (FCAT), STAR and Accelerated Reader. Progress Monitoring: PMRN: Assessments for Instruction in Reading (FAIR), STAR and AR.
Midyear: Florida Assessments for Instruction in Reading (FAIR).
End of year: FAIR, FCAT Frequency of Data Days: once a month and after progress monitoring has been conducted or an assessment window is closed.

Describe the plan to train staff on RtI.

Professional development (PD) will be provided during teachers' common planning time and small sessions will occur throughout the year. One PD session specifically addressing RTI will take place in mid-August and will involve all staff members in order to create a school climate/culture tending towards the understanding of data-driven instruction and how to individually address student's academic needs. The reading department will be trained on the FAIR assessment before the testing window opens and emphasis will be put on its close relationship and contribution to a tiered academic system in Youth Co-Op Charter School. Due to the fact that Youth Co-Op strives to follow the CRRP with fidelity the reading and language arts department is well versed in the understanding of how assessment and intervention integrate in a multi-level prevention system to maximize student achievement and to reduce behavior problems. The team will identify students at risk for poor learning outcomes, will monitor their progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on performance (reflected on assessments). The leadership team will also evaluate additional staff PD needs during the monthly Leadership Team meetings, depending on the goals established on the leadership team action plan.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Across all grade levels, students are performing above state and district averages in Reading and Math. For Reading, in grade 3, students are performing at 83% compared to 78% in the state, and 76% in the district; in 4th grade, 86% compared to 75% and 73%, in 5th grade 72% to 62% and 59%, in 6th grade 65% compared to 66% and 60% in the district, in 7th grade 77% compared to 60% and 56%, and in 8th grade 79% compared to 66% in the state and 60% in the district. 98% of students met standards in writing.

Across all grade levels except in 6th grade, students are performing above state and district average in Math; in 3rd grade, students are performing at 83% compared to 78% in the state and 76% in the district, in 4th grade 86% compared to 75% in the State and 73% in the District, in 5th grade 72% compared to 62% in the State and 59& in the District, in 7th grade 77% compared to 60% in the State and 57% in the District, in 8th grade 79% compared to 66% in the State and 60% in the District.
In Science in 5th grade 70% compared to 46% in State and 42% in the District. In 8th grade 62% compared to 41% in the State and 34% in the District. .

Weaknesses: Across all grade levels the lowest content areas in Reading are Main Idea/Purpose and Comparisons which show a decrease in mastery from 2008 to 2009. Grade 6 scores show the lowest levels of mastery across all content areas, with a decrease of 10% in Words and Phrases, 12% in Main Idea/Purpose, 12% in Comparisons and 14% in Reference and Research compared to 2008 mastery in Reading.

Across all grade levels, content areas in need of improvement in math are number sense, and measurement. Grade 4 scored well in all clusters, and 3rd and 8th grade scored the lowest in measurement.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Instructional Focus Calendars are developed at the beginning of the year. Teachers use the district pacing guide during the first nine weeks to drive instruction. For the second nine weeks, teachers use the baseline assessment as well as the interim assessment to revise the IFC. During the third and fourth nine weeks, teachers use the interim assessment to revise the IFC.

Teachers used data from the FAIR, interim assessment, STAR testing, FCAT scores from the previous year and baseline assessment results to create the IFC.

Strategies for building the IFC's include teachers meeting across grade levels, as well as within grade levels, and within department discussions on scripting where and when differentiated instruction occurs is also part of the planning.

Teachers will drill down to the necessary clusters and benchmarks based on Baseline and Interim Assessment data, and select those benchmarks appropriately. The IFC is designed to ensure that all benchmarks are taught prior to FCAT testing as well as targeting areas of weakness. All teachers use the IFC to drive instruction ensuring that all students are given ample opportunity to practice the skills needed to be successful and show growth. Differentiated instruction is used to re-teach the benchmarks not mastered by students.

Administrators will closely monitor teachers by making classroom visits, ensuring that lesson plans are in-line with the IFC. Administration will conduct bi-weekly meetings to discuss any adjustments that need to be made to the IFC to ensure that all benchmarks are thoroughly taught prior to FCAT testing. Classroom walkthroughs will be implemented, in addition to the periodic evaluations performed on all faculty.

Teachers who are struggling with the implementation of the IFC will be assisted by mentors, department chairpersons, and periodic meetings with administration. Implementation of Professional Learning Communities will also be a new focus this year to provide ample support for those that are not as successful in the IFC in the beginning.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose was the least proficient cluster, and will be given priority focus.
Writing: Organization was the least proficient cluster, and will be given priority focus.
Mathematics: Measurement was the least proficient cluster, and will be given priority focus.
Science: Physical/Chemical Science was the least proficient cluster, and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

FCAT scores were analyzed by administration to asses learning gains, and achievement. Then teachers were met with to share learning gains, and weaknesses. Those teachers that did not meet their set targets from the beginning of the year were assigned a different group of students for the following year, along with registering for further professional development. The strongest teachers with the best track records, and highest certifications in reading (Professional Certification and Reading Endorsement) will be assigned all the sections of the intensive reading courses.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Real world problem-solving is applied to all subject areas throughout the curriculum. All 8th grade students also take a career awareness course that is integrated within their social studies classes. Through this course, students get to begin to incorporate their preferences and academic strengths into possible career choices. Current events are also promoted within their social studies, and science curriculum as well.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

8th grade students are exposed to the ePeP (electronic Personal Education Planner) as well as the FACTS.org web sites during their career courses. These students are allowed to select future courses, and see how they are related to their available choices at the high school they will be attending. This will also impact the majors they choose so that their selections are personally meaningful, and also involve teachers that are already familiar with the students to assist in the process.

Courses selected at school that do not pertain to the core curriculum include Art, Music, Physical Education, Spanish, and Journalism, just to name a few. Students are encouraged to take elective classes that are meaningful to them, as well as participating in the selection of regular and honors courses with their teachers.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Professional Learning Communities are planned on a bi-weekly basis to review grade-level strengths, weaknesses, and areas of need. Department meetings are also held to review progress from grade level to grade level, analyzing possible themes and problem areas. Here, differentiated instruction is reviewed utilizing the data available, and strategies are developed that are aligned to the standards that are being targeted. The IFC will also be reviewed and altered based on the incoming data throughout the year through grade level teachers working together to create and modify the IFC. Information will be shared from the Professional Learning Communities throughout the grade level meetings as well.

How are instructional focus lessons developed and delivered?

YCCS' reading coach will model lessons for all curriculum teachers that focus on the school's greatest areas of need, particularly the incoming 7th grade class, where data suggests students may need the most help. These focus lessons will target deficiencies in the lowest benchmarks observed from baseline data at the beginning of the year.

Lessons will be taught at the beginning of the class for ideas to be promoted throughout the day's lesson, and/or at the end of a class to emphasize assessment that is impactful and that also serves as a learning tool.

The reading coach will teach the first mini lessons of the year, and the department chairs will also follow-up and continue to present mini lessons for their own department. Social Studies teachers will support the reading initiative by teaching mini lessons incorporating reading strategies as well.

How will instructional focus lessons be revised and monitored?

Student results on the assessment given at the end of the lessons will determine if further instruction is necessary. Teachers will also present some focus lessons during their Professional Learning Communities to further develop the quality of these lessons. Administrators will participate in the development and observance of these lessons.

Effectiveness of the lessons will be evident on the quarterly assessments given to students which analyze benchmark performance. Weekly teacher-made tests will also guide evaluating effectiveness, and the need to redesign the lessons.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative assessments will be used throughout the school year. STAR Reading and STAR Math will be administered in August, January, and May to ascertain student reading and math levels. The Baseline Assessment will be administered in September to assess student knowledge of benchmarks. Interim assessments will be administered in October, January, and April to monitor student progress on reading and math benchmarks. Finally, the FAIR will be administered throughout the school year to assess reading mastery of phonics, fluency, comprehension, and other reading building blocks.

Students will be given 4-8 questions per benchmark and assessments will be given monthly, bi-monthly, and quarterly.

Selection tests from the core reading programs will be administered weekly. Voyager, Journeys, and Language will be used as intensive instruction for struggling students. In addition, built-in weekly assessments will be given to monitor comprehension.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Assessments are given throughout the school year that are both summative and formative in nature, and result in the targeting of further strategies for students not at mastery. Those scoring below 60% on these assessments are targeted for after school tutoring, and/or enrollment into our many intensive intervention courses during the school day. Differentiated instruction will be utilized throughout all curriculum courses that will also afford the teacher the ability to target the lowest group of students more effectively. Those that score at 85% or higher will be targeted for enrichment activities during differentiated instruction.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students scoring between 60% and 85% will continue to be exposed to the core curriculum through whole group instruction, as well as through differentiated instruction. In the interest of keeping the curriculum as rigorous as possible, these students will also be exposed to some of the enrichment activities as well, in order to have students meet and exceed their potentials.

Those students that score at 85% or above mastery on the benchmark tests will be guided towards enrichment activities in their core curriculum courses, such as working on Florida Virtual School courses that earn students credits for high school, and working online with programs such as GIZMOS and Renzulli Learning.

In addition, the district's weekly planning guides also include those enrichment and intervention opportunities built into the guide, that will align the Instructional Focus Calendar with the differentiated instruction.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade level meetings will be held bi-weekly. Department meetings will be held monthly. Professional Learning Communities will also meet monthly. All three groups will review progress monitoring data in the interest of identifying the required instructional modifications that are needed.

Department meetings will be led by the department chairs. Grade level meetings will be led by the lead teacher. Professional Learning Communities will be led by the reading coach as well as by administrators, and other faculty.

Documentation of these meetings will be completed in part, through the use of the online professional development portal from the district, as well as with sign in sheets. Master plan points will also be earned as a result of the implementation.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Leadership Team meets on a monthly basis to review school-wide data. During these meetings, lowest benchmarks are identified and targeted. The team works together to assign strategies to improve student achievement in the two lowest benchmarks. At this time, data binders are also reviewed as evidence of teacher involvement in processing data. Furthermore, progress monitoring plans are also reviewed in detail. Special attention will be given to special needs populations such as migrant, homeless, neglected, and delinquent students. Students with disabilities, as well as English Language Learners, will also be monitored for progress towards their benchmarks.

YCCS' reading coach will assist with the instructional focus calendar through mini-lessons, will model whole-group and differentiated instruction, and will make adjustments to the IFC as data is collected.

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Core instruction is accomplished, in part, through the use of state-adopted textbooks, and district-mandated use of subject-specific pacing guides. Supplemental instruction is accomplished through differentiated instruction, as well as after-school tutoring, and/or special out of classroom projects, field trips, etc. Intensive instruction and intervention is given in the elementary grade levels during a specific thirty minute time block outside the ninety minute reading block. The Voyager program is used with the elementary students to improve fluency, comprehension, phonemic awareness, and vocabulary. Journeys is used in the middle school to provide explicit, systematic and scaffolded reading instruction through high-interest content in an interactive format. Journeys' goal is to accelerate students to proficiency in reading performance by targeting students who score significantly low in reading and providing engaging age and interest appropriate instruction. Middle school students receive back-to-back intensive instruction for an hour and a half.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

State adopted textbooks and instructional materials listed in the district's CRRP which are designed for intensive instruction. Voyager Journeys for students who scored a level 1 and 2 who are fluent, and Language! for students who scored a Level 1 or 2 who are not fluent will be utilized. Computerized programs such as FCAT Explorer, Riverdeep, and Renzulli will be utilized, as well as, instructional software from the adopted programs; supplemental materials such as Buckle Down, STARS, CARS, Test Ready, and Impact will continue to be utilized, in addition to instructional websites. Teachers will utilize instructional strategies or best practices discussed and learned in the Professional Learning Communities and through professional development to meet individual students' needs, according to data analysis, and data chats across grade levels and subject areas.

How does the school identify staff's professional development needs to improve their instructional strategies?

Careful analysis of students' data which include FCAT, interim assessments, pre- and post-test, teacher-made assessments and classroom overall performance will shape the teachers' individual and subject area professional needs which will be discussed with the principal through the Professional Development Plan. This will be an ongoing process throughout the school year. Walkthroughs, classroom observations and teachers' request to attend PD's within their subject area and across curriculum will be taken into account to guide PD's needs in the areas of classroom management, instructional strategies, data analysis, and how to address students' individual needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

The students, who scored a level 1 and 2 in the FCAT assessment, will be provided immediate intervention and those whose FAIR results show a need for intervention or supplemental instruction will be provided with additional instruction and intervention. Reading teachers and the reading coach will also recommend students based on overall academic performance, despite their current FCAT scores. Students in need of improvement will be provided after school tutoring as well as assistance during the regular school day from personnel hired for this purpose, the Reading Coach and or the reading teachers.

How will the effectiveness of the interventions be measured throughout the year?

FAIR data and classroom performance will indicate if the programs and interventions are being successful or need to be improved; teachers and the coach will meet in order to debrief and discuss overall performance and strategies used in the classroom, as well as strategies and interventions that are not being successful and how to replace them with alternative strategies and interventions. Attendance and behavior will be taken into consideration when holistically analyzing individual students' needs.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Middle school students receive gifted services using the Resource Model. Elementary school students receive gifted services using the Content Model. Both models address the program goals and individual student goals set forth by each student's Educational Plan, which also delineates individual modes of acceleration and enrichment.

Renzulli Learning's School-Wide Enrichment Model is an enrichment program we use with academically gifted students and as a school wide enrichment approach for all students. It is an online, self-directed learning program that enables teachers to use differentiated curriculum in the classroom by creating individualized assessments of each child's interests and preferred methods of learning. The program is accessible from both school and home.

Another manner in which we utilize alternative instructional methods for students that exceed mastery is through the

utilization of the Florida Virtual School. Over 10% of the student body at YCCS has taken one or more online course to accelerate their academic progression. These courses not only result in additional high school credits towards graduation, but serve as a motivating tool for those students seeking opportunities to accelerate their own learning.

Critical Thinking courses will begin to be offered to those students that score a level 3 or above on the Reading FCAT. These courses will target areas for enrichment, including participation in high school credit courses, and utilization of online acceleration programs designed to better prepare students for honors and Advanced Placement classes during their high school years. Community service opportunities will also be incorporated through the use of the National Junior Honor Society, which will not only enrich students in non-academic ways, but also expose them to a club that fosters further motivation and support to excel academically.

Describe how students are identified for enrichment strategies.

Teachers use the Gifted Characteristic Checklist to identify a student as demonstrating a majority of gifted characteristics. Teachers also analyze the results of various district assessments, such as the Florida Comprehensive Assessment Test (FCAT),FAIR and Interim Assessments in Reading, Math and Science. If the student exhibits a majority of the characteristics and masters an above level score on the assessments, a CST is held with the parents to evaluate the student and to assess the need for placement in the gifted program. Consent for a psychological evaluation is given and the student is given an IQ test. The results of the evaluation will determine whether or not the child meets the criteria to be placed in the gifted program. If criteria are met, most parents choose to proceed with placement. If a student is not placed in the program because criteria are not met, they may be considered again after a one-year waiting period. Nevertheless students continue to be monitored and challenged by their teachers.
If a student obtains a 98% or 99%ile in a norm-referenced test in any subject area and receives free/reduced lunch or is an ELL student, he/she automatically qualifies for the gifted program.

Parents are encouraged to be involved in their child's education throughout the school year. Parents are invited to attend activities such as Language Arts, Reading, Math, Science, and Social Studies Night, as well as PTSA meetings, Bilingual Workshops, and EESAC meetings.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Professional Development Liaison (PDL) will attend professional development on the different ways to organize a PLC at Youth Co-Op Charter School. The PDL will deliver and disseminate the content of this professional development to all PLC leaders in the school.	Andrea Jimenez Reading Coach and PDL Lynette Blanco 4th grade Math and Science teacher	At the beginning of the school year and after new district trainings are offered and attended.	On the week of August 17th, 2009 at the opening of the 2009-2010 school year.	Introduction to PLC, Organization and schedule of PLC at Youth Co-Op Charter School, Pre-initiation stage of a PLC, Book study, and examining data and assessments that will be used to monitor learning and areas in need of improvement.
K, 1st and 2nd grade Math, Science and Reading and Language Arts teachers.	Melissa Bonck 1st grade teacher	Twice per month	Every other Wednesday during early release.	Lesson study to focus on new benchmarks. Based on careful analysis of data, teachers will work together in planning instruction, observing each other's classrooms, and sharing feedback, examining work. Book study related to need assessments.
3rd, 4th and 5th grade Math, Science and Reading and Language Arts teachers.	Lorena Liscano 4th grade Reading and Language Arts teacher Lynette Blanco 4th grade Math and Science Teacher	Twice per month	Every other Wednesday during early release.	Lesson study to focus on new benchmarks. Based on careful analysis of data, teachers will work together in planning instruction, observing each other's classrooms, and sharing feedback, examining work. Book study related to need assessments.
6th, 7th and 8th grade Math and Science teachers and gifted teacher	Tobias Hernandez Department Chair AP	Twice per month	Every other Wednesday during early release.	Lesson study to focus on planning and implementing research-based lesson delivery model, examining work, and analyzing data, to plan instruction, and to observe each other's classrooms, and sharing feedback. Analyze the effectiveness of the Math and Science focus calendars based on data, and examining work.

6th, 7th and 8th grade Reading and Language Arts teachers, Reading Coach, ESE Specialist	Andrea Jimenez Reading Coach Jacqueline Corcho Department Chair, ESE Specialist	Twice per month	Every other Wednesday during early release.	Lesson study to focus on planning and implementing research-based lesson delivery model, examining work, and analyzing data, to plan instruction, and to observe each other's classrooms, and sharing feedback. Analyze the effectiveness of intervention programs and focus calendars based on data such as FAIR and program assessments.
6th, 7th and 8th grade Social Studies and Electives department	Christianne Lubin Department Chair	Twice per month	Every other Wednesday during early release.	Lesson study to focus on planning and implementing research-based lesson delivery model, examining work, and analyzing data, to plan instruction, and to observe each other's classrooms, and sharing feedback.
Each grade level team	Maritza Aragon Principal Tobias Hernandez AP Leisy Reitz Lead Teacher Andrea Jimenez Reading Coach	Monthly	Last Wednesday of every month during early release.	Book study, data analysis of common assessments such as baseline and interim assessments, use of the results to inform and improve individual and collective practice, and to identify students in need of additional support for learning.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  No Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
  No Attached Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status
  No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through:
• Head Start or other school programs which move students into your school's kindergarten or VPK.
• This is not the movement of your VPK students into your kindergarten.
• Focus on ongoing opportunities for feeder schools to visit your program.
• How are you providing assistance and inviting students to your school?
Page 22 initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

YCCS offers orientation to parents of future Kindergarten students in April where information is disbursed about the school's policies and procedures. In addition, students are provided with the opportunity to meet their Kindergarten teacher in August during the school's Open House before school begins to alleviate first day jitters for Kindergarten students, as well as making the process of going to school every day less scary. The Florida Kindergarten Readiness Survey (FLKRS)is also administered to the students during their first month in school to identify areas of weakness. Results are shared with parents promptly.

Utilizing the FAIR (Florida Assessment for Instruction in Reading) assessments, a baseline for students' print/letter knowledge and phonological awareness will be determined, as well as instructions planned utilizing the resulting data. the FAIR assessment will be utilized at the beginning, middle, and end of year, in accordance with the District and State guidelines, and recorded on the Progress Monitoring Reading Network. Social Skills instruction can be also planned in part by using the FLKRS (ECHOS component).

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-8, 79% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a decrease of 3% compared to 82% who achieved mastery in 2008.			Given instruction using the Sunshine State Standards, 80% of the students in grades 3-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor and to progress monitor students, and teachers will use these assessments to drive tiered instruction: for Tier 1 students the core instructional needs will be determined, for Tier 2 students additional supplemental instruction/intervention will be provided additional to the core, and for Tier 3 students interventions will be matched to individual student needs.	Principal, Reading Coach, and Language Arts Chair	Review FAIR data reports to ensure teachers are assessing students according to a previously created schedule.	Printout of FAIR Assessments.
2	The teachers will implement the use of the Focus Calendar for Reading and Language Arts Classes, and intervention classes, provided by the district's Reading and Language Arts Department.	Reading Coach, and Language Arts Chair	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to the department Chair.	Classroom walkthroughs' log and lesson plans' log.
3	Implement higher order questions in lesson plans through the use of task cards, and implement the practice of identifying implied main idea and author's purpose as well as justifying answers by going back to text for support.	Reading Coach, and Language Arts Chair	The Reading Coach and the department chair will verify the effective implementation of the strategies during walkthroughs, coaching and lesson modeling.	Effectiveness will be determined through FAIR assessments and interim assessments.
4	Students should practice locating and verifying details,	Reading Coach, Language Arts	The Reading Coach and the Department Chair will verify the effective	Review progress towards goals by observing Interim Assessment Data.

critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice will be provided with patterns of organization and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author	Chair	implementation of the strategies during walkthroughs, coaching and lesson modeling.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
80% of the students in grades 3-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar, and the implementation of the task cards.	Reading Coach and Language Arts Chair	August 2009 and ongoing	Lesson Plans Classroom Visits Walkthroughs	Reading Coach Language Arts Chair

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

On a bi-weekly basis, the PLC leaders will implement book studies and book talks in order to provide and share reading strategies with all teachers. The Reading and Language Arts Instructional Focus Calendars will also be shared with other departments, to be aligned with their instruction. Training in the implementation of Reading strategies and assistance in planning for the instructional delivery of those reading strategies will be provided. Differentiated Instruction PD will be provided to all teachers on a need basis and as an ongoing process.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
College Springboard Curriculum for adding rigor and acceleration opportunities for on grade level students, as well as advanced students.	Title I	$4,000.00
Voyager program to provide reading intervention to students in the elementary grades.	Title I	$4,000.00
Language Program for intervention to students in the middle grades.	Title I	$13,500.00
Reading Consumables Houghton Mifflin (grades k-5)	Title I	$5,000.00
		Total: $26,500.00

Technology		
Description of Resources	Funding Source	Available Amount
Retrofit computer cart with updated laptops.	Capitol Outlay	$30,000.00
Renzoulli Learning (Acceleration Componenet)	Title I	$2,000.00
		Total: $32,000.00

Professional Development		
Description of Resources	Funding Source	Available Amount
Three day initial professional development on Spring Board Curriculum	Title I	$2,000.00
		Total: $2,000.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $60,500.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-8, 72% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 3% compared to 75% who achieved mastery in 2008. Measurement & Data Analysis was the lowest content cluster with 48% achieving mastery in 6th grade, resulting the school's lowest grade score.		Given instruction using the Sunshine State Standards, 74% of students in grade 3-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer visual and kinesthetic models and representations with which the students can work, to provide them with multiple entry points so that all students can work on a similar problem but solve and present it in a way that best suits their learning styles and strengths. • Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape	1.Department Chair 2. Assistant Principal 3. Principal	Professional Learning Communities will be focused on reviewing Interim Assessment data and modifying strategies at least once a month.	1. Review Interim Assessment Data 2. Classroom Walkthroughs

	as well as modeling measuring using non-standard units such as paper clips, pencil, hand-span, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements.			
2	Incorporate the use of online manipulative in a computer lab or with interactive whiteboard technology: o Provide students with a variety of measurement activities. o Provide students with interactive mathematical lessons. o Develop students understanding of the use of measurement tools. o Provide students' with opportunities to: o Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. o Solve problems involving scale factors, using ratio and proportion. o Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	1.Department Chair 2. Assistant Principal 3. Principal	Assistant Principal will review online data and assist in targeting with faculty students in need of further, or different online strategies.	1. Review GIZMOS usage and results 2. Review PLATO usage and results 3. Review FCATEXPLORER and Riverdeep results and usage.
3	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	1. RTI Team 2.Department Chair 3. Assistant Principal 4. Principal	Department Chair will review and support strategies identified by the FCIM to assist in creating meaningful groups for differentiated instruction.	Differentiated Instruction groupings as documented in lesson plans

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of students in grade 3-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Online instructional support for students. Utilize several available online programs for assessment, both formative and summative, as well as for practice and instruction of skills.	Department Chair	August 2009	Periodic review of online data yielded from student and faculty use to be reviewed by department chair, as well as the corresponding professional learning communities on an ongoing basis.	Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
College Springboard Curriculum for adding rigor and acceleration opportunities for on grade level students, as well as advanced students.	Title I	$4,000.00
		Total: $4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
PLATO – Technology based curriculum		

	delivery designed to benefit students in need of remediation, course recovery, and acceleration, aligned to district standards.	Title I	$5,000.00
	Renzoulli Learning (Acceleration Componenet)	Title I	$2,000.00
			Total: $7,000.00

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $11,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on 2009, FCAT Science data, 64% of students achieved level three and above. This represents an increase of 4% compared to 60% who achieved level three or above in 2008. All clusters scored essentially the same in 5th grade, while in 8th grade, the lowest cluster was earth and space science.		Given instruction based on the Sunshine State Standards, 70% of students will score at level three or above on the 2010 FCAT Science Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Sciences.	1.Department Chair 2. Assistant Principal 3. Principal	Professional development coach will assist in ensuring meetings take place, and focus is appropriate to student needs, according to the data. The department chair will also participate in these professional learning communities. Meetings specifically targeted to review data and needs will be at least once a month.	1. PLC Logs 2. Review of Data Binders
2	Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Sciences.	1.Department Chair 2. Assistant Principal 3. Principal	Science fair projects will be integral to the acquisition of these skills. Through the support of the department chair, YCCS will participate in the science fair for the district and state. Students will spend from August to January creating a science fair project, as well as learning all the requisite skills and concepts.	1. Scores on the scoring rubric from the district. 2. Student Scores from the Science Fair
3	Further integrate use of online practice and assessment tools, as well	1.Department Chair 2. Assistant Principal 3. Principal	Teachers will be trained in GIZMOS, Riverdeep, FCATEXPLORER, Plato, and	Review usage summaries and scores for all programs implemented.

Note header columns: "Person Responsible for Monitoring the Action Step" spans a sub-column.

	as technology, to facilitate learning of necessary scientific concepts, and target areas of need.			other research based online learning programs with home learning components.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 70% of students will score at level three or above on the 2010 FCAT Science Assessment.	GIZMOS, Riverdeep, FCATEXPLORER training	Department Chair	August 2009	Review usage statistics throughout periodic Professional Learning Community meetings.	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
GIZMOS – online assignments and assessments, along with live real time labs, for students to work both in class with the teacher, as well as at home.	Title I	$1,350.00
		Total: $1,350.00
Technology		
Description of Resources	Funding Source	Available Amount
PLATO – Technology based curriculum delivery designed to benefit students in need of remediation, course recovery, and acceleration, aligned to district standards.	Title I	$5,000.00
Renzoulli Learning (Acceleration Component)	Title I	$2,000.00
		Total: $7,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $8,350.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
The results of the 2009 FCAT Writing Test indicate that 98% of the students met high standards by scoring a 3.5 or greater. In fourth grade, 100% scored at or above level 3.5 and in the eighth grade 97% of the students scored at or above level 3.5. This represents an increase of 2% compared to 96% of students who	Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 98% of students in grades four and eight will meet high standards by scoring 4.0 or above.

met high standards in 2008.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Complete student writing activities across the curriculum, such as written responses to labs conducted in Science and role playing in Social Studies, as a method of promoting students' creativity and fluency. Useful instructional strategies include: -summarization activities in different subject areas with an emphasis on incorporating transitions in students' writing. -graphic organizers to assist with the organizational aspect of essay writing. -word walls and concept maps to build grade-level vocabulary.	1. 4th & 8th Grade teachers 2. Reading Coach 3. Language Arts Department Chair 4.Principal	Each month, all teachers will be given a target area for writing. Through multiple instructional strategies, teachers will incorporate the target area for writing into their curriculum. On a monthly basis, teachers will submit student work samples that illustrate how writing was incorporated into the different subject area's curriculum to the reading coach and principal for review and feedback.	Bi-weekly Practice tests using FCAT style writing prompts will be administered and scored by the Language Arts teacher. Progress between the pre-test prompt and the mid-year prompt will be evaluated by the Language Arts teacher, reading coach, and department head.
2	An emphasis will be placed on revising and editing writing samples in order for students to follow the conventions of standard written English. Students will be given multiple opportunities to revise and edit their own writing samples as well as their classmates' writing samples. A variety of activities and strategies will be implemented, such as teacher modeling, peer editing, use of anchor papers to view examples and non-examples, instructional games that focus on grammar, and essay of the month competitions in which multiple revisions are necessary.	4th & 8th Grade teachers, Reading Coach, Language Arts Department Head, Assistant Principal, Principal	The reading coach and department chair will review student work samples on a monthly basis to measure growth and observe whether or not there is improvement the students' writing. The assistant principal and principal will monitor the development of the revising and editing process by reviewing student work samples and observing teachers in the classroom.	Bi-weekly Practice Tests using FCAT style Writing Prompts will be administered and scored by the Language Arts teacher. Progress between the Pre-test prompt and the Mid-year prompt will be evaluated by the Language Arts teacher, reading coach, and department head.
3	Teachers will incorporate writing best practices into their classrooms such as the infusion of the four components of the writer's workshop: 1. Writing aloud 2. Shared writing 3. Guided writing 4. Independent writing The teachers will provide as well meaningful writing activities to students, will ensure that students read, respond and use a variety of purposes and audiences, write regularly across the curriculum, and for students to have constructive response to their own writing.	1. 4th and 8th grade teachers and content area teachers 2. Language Arts department chair 3. Reading coach 4. Principal	The reading coach and the reading department chair will meet with the teachers to review and discuss how the writing process is being incorporated across the curriculum and how to effectively scaffold in the writers' workshop; they will meet with teachers as well to discuss strategies such as summarization, collaborative writing, word processing, etc. and how they are being implemented.	Bi-weekly Practice tests using FCAT style writing prompts will be administered and scored by the Language Arts teacher, as well as content area prompts. Progress between the pre-test prompt and the mid-year prompt will be evaluated by the Language Arts teacher, reading coach, and department head.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
				Reading Coach and Language Arts teachers will present to the rest of	

Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 98% of students in grades four and eight will meet high standards by scoring a 4.0 or greater.	Presentation of the scoring rubric/review of requirements on the 4th and 8th grade Writing FCAT.	1. Reading Coach 2. Reading/L.A. Teachers	August and November 2009	the faculty how writing across the curriculum will be promoted, including areas of particular focus depending on student data. In November, teachers will meet again with the Reading and Language Arts teachers to review progress towards those goals, and make adjustments as to how the writing process is being emphasized within all classes.	1. Reading coach 2. Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
College Springboard Curriculum for adding rigor and acceleration opportunities for on grade level students, as well as advanced students.	Title I	$4,000.00
		Total: $4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Three day initial professional development on Spring Board Curriculum	Title I	$2,000.00
		Total: $2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $6,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
As a Title I school, part of our needs always include increasing parent contact.		Through the promotion of parental involvement at YCCS, parents will increase involvement by 5% as compared to the 2009 parental involvement.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize the Bilingual Department to give monthly parent workshops targeted to assist, but not limit help to, ELL students and parents.	1. Assistant Principal 2. Principal 3. Community Involvement Specialist	Review Sign-in for Visiting Presenters	Sign-in Sheets & Master school calendar.
2	Conduct monthly family nights with a subject theme for every month (i.e., Math Family Night, Science	1. Assistant Principal 2. Principal 3. Community Involvement Specialist	Review Connect-ed Logs	Sign-in Sheets & Master school calendar

		Family Night, etc...)			
	3	Utilize Connect –Ed messaging system to inform parents of all involvement activities.	1. Assistant Principal 2. Principal 3. Community Involvement Specialist	Review Connect-ed Logs	Print out Connect-Ed call sheet

---

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Through the promotion of parental involvement at YCCS, parents will increase involvement by 5% as compared to the 2009 parental involvement.	Give targeted presentations to parents in a bilingual format, since a majority of our parents only speak Spanish. Topics will be specifically targeted to those Spanish speaking parents.	Dade County Bilingual Parent Outreach Program	Monthly, beginning in August 2009	Sign-in Sheets, and satisfaction surveys.	Principal

---

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	College Springboard Curriculum for adding rigor and acceleration opportunities for on grade level students, as well as advanced students.	Title I	$4,000.00
Reading	Voyager program to provide reading intervention to students in the elementary grades.	Title I	$4,000.00
Reading	Language Program for intervention to students in the middle grades.	Title I	$13,500.00
Reading	Reading Consumables Houghton Mifflin (grades k-5)	Title I	$5,000.00
Mathematics	College Springboard Curriculum for adding rigor and acceleration opportunities for on grade level students, as well as advanced students.	Title I	$4,000.00
Writing	College Springboard Curriculum for adding rigor and acceleration opportunities for on grade level students, as well as advanced students.	Title I	$4,000.00
Science	GIZMOS – online assignments and assessments, along with live real time labs, for students to work both in class with the teacher, as well as at home.	Title I	$1,350.00
			Total: $35,850.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Retrofit computer cart with updated laptops.	Capitol Outlay	$30,000.00
Reading	Renzoulli Learning (Acceleration Componenet)	Title I	$2,000.00
Mathematics	PLATO – Technology based curriculum delivery designed to benefit students in need of remediation, course recovery, and acceleration, aligned to district standards.	Title I	$5,000.00
Mathematics	Renzoulli Learning (Acceleration Componenet)	Title I	$2,000.00
Science	PLATO – Technology based curriculum delivery designed to benefit students in need of remediation, course recovery, and acceleration, aligned to district standards.	Title I	$5,000.00
Science	Renzoulli Learning (Acceleration Component)	Title I	$2,000.00
			Total: $46,000.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	Three day initial professional development on Spring Board Curriculum	Title I	$2,000.00
Writing	Three day initial professional development on Spring Board Curriculum	Title I	$2,000.00
			Total: $4,000.00

Other

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Total: $0.00
			Final Total: $85,850.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Recognition of Student Achievement	1000
Course Recovery Program Licensing	1000
Parental Involvement Activities	500

Describe the Activities of the School Advisory Council for the Upcoming Year

The beginning of the new year will commence with a review of the latest School Improvement Plan, as well as revise the Mission and Vision, if necessary, of YCCS. Elections will also take place during the first meetings. As the year progresses, approval/review of the new budget, as well as of incoming data, will take up most of the Council's activities. Midyear review of progress made towards the SIP goals will be revisited. The end of the school year will see members planning for the new SIP again, as well as reviewing the school's strengths and weaknesses towards its goals. Elections may take place as well, including further development of parental involvement activities, and support services.

SAC Members

Members

1) Maritza Aragon,   Principal

2) Toby Hernandez,   SAC Chair

3) Shaina Nelson,   Teacher

4) Pierre Alexis,   Teacher

5) Mina Mendel,   Business Member

6) Jonathan Martinez,   Business Member

7) Elizabeth Avila,   Parent

8) Irene Fernandez,   Parent

9) Maylin Jimenez,   Parent

10) Barbara Yupanqui,   Parent

11) Kristy Fernandez,   Parent

12) Luciano Garcia,   Community Member

13) Randre Wright,   School Support Personnel

AYP DATA

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 439 Math: 439	2008-2009 School Grade[1]: A	Did the School make Adequate Yearly Progress?	YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the perce of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Grow mode math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	80	Y	73	Y			Y			NA	19	20	NA	26	27	NA	81	NA	72	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	79	Y	72	Y			Y			NA	20	21	NA	27	28	NA	80	NA	71	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	79	Y	72	Y			Y			NA	20	21	NA	27	28	NA	80	NA	71	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 453 Math: 453	2007-2008 School Grade[1]: A	Did the School make Adequate Yearly Progress?	YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the perce of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Grow mode math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	81	Y	74	Y			Y			NA	22	19	NA	24	26	NA	76	NA	72	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	80	Y	73	Y			Y			NA	23	20	NA	25	27	NA	75	NA	73	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	80	Y	73	Y			Y			NA	22	20	NA	24	27	NA	76	NA	72	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 447 Math: 447	2006-2007 School Grade[1]: A	Did the School make Adequate Yearly Progress?	YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the perce of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate[3] by 1%?				Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Grow mode math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL[4]	100	Y	100	Y	78	Y	76	Y			Y			NA	26	23	NA	31	24	NA	61	NA	73	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK		NA		NA		NA		NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	77	Y	75	Y			Y			NA	26	24	NA	31	25	NA	61	NA	73	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	78	Y	76	Y			Y			NA	24	23	NA	33	24	NA	61	NA	73	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

SCHOOL GRADE DATA

Dade School District
YOUTH CO-OP CHARTER SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	74%	99%	66%	320	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning	77%	72%			149	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5

Gains						● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	79% (YES)			154	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					623	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
YOUTH CO-OP CHARTER SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	75%	96%	60%	313	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	68%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	62% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
YOUTH CO-OP CHARTER SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	94%	54%	303	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	75%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	72% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					595	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested