Young Men's Preparatory Academy

2016-17 Schoolwide Improvement Plan

Young Men's Preparatory Academy

3001 NW 2ND AVE, Miami, FL 33127

http://ympa.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Young Men's Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Young Men's Preparatory Academy strives to develop and deliver innovative educational programs with an emphasis on rigorous, relevant academic programs that develop leadership skills in young men to prepare them for post-secondary education and career endeavors. Our core services include developing scholarship, leadership, integrity and character. Our goal is to provide an effective, accountable, and supportive learning environment.

b. Provide the school's vision statement.

We seek to deliver quality educational and leadership training to our community of learners with the goal of attracting, developing, motivating, and graduating a diverse group of future global leaders.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Young Men's Preparatory Academy is a public 6-12 center that is comprised of 220 students in grades 6-12. YMPA is a leadership Academy where the 7 Habits of Highly Effective Teens are taught and practiced on a daily basis. As the 7 Habits are infused throughout the daily curriculum, conversations are held with each student regarding principles and values and their application towards building successful lives and careers.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

In the beginning of every year, our student services department conducts a series of symposiums sharing the values of the Miami-Dade County Public System's Code of Student Conduct addressing the expectations of student life. Within these symposiums, not only is the Code of Student Conduct addressed, but we also have workshops and discussions addressing bullying, acceptance and tolerance. The District's zero tolerance policy is shared with the students. At Young Men's Preparatory Academy, it is reiterated that leadership also comes with the responsibility of respecting and supporting each other. Before, during and after-school, student leaders are responsible for mentoring their peers and providing special consideration for students in all grade-levels. Many club activities also increase student relationships, student-faculty relationships, and student-administration relationship. Additionally, students are advised to inform school administrations and counselors of any concerns, regardless if they are academic or personal.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Teachers have a responsibility to establish and foster a positive, nurturing and intellectually challenging learning environment for their students. Classroom rules and procedures provide students with personal controls and promote acceptable social behaviors. Teachers are encouraged to collaborate with the Lead Teacher, Department Chairs and other faculty in order to ensure that consistent, clear classroom rules and procedures are established.

Young Men's Preparatory Academy follows a progressive discipline plan. Classroom rules for behavior include positive rewards, incentives and reinforcements developed in collaboration with students. Rules are posted along with consequences for breaking the rules. For example:
• 1st Offense Verbal Warning
• 2nd Offense Phone Call Home
• 3rd Offense Parent Conference
• 4th Offense Referral to the Counselor and/or administration

In the event a student's behavior becomes consistently disruptive, and all attempts by the teacher to resolve the matter have been exhausted, a written referral explaining the specific behavior in detail is submitted to Student Services. The counselor or lead teacher meets with the student prior to the student returning to class. The teacher receives a copy of the referral form in their mailbox indicating the actions taken. If a student consistently violates classroom rules and procedures, the teacher may initiate parent/teacher conference to address the behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

In a single gender environment, it is extremely important to have access to our counselor. The Student Services Department is fully accessible to students and parents at all times. Student Services also informs parents and students of other affiliated agencies that can assist in student and family-related situations. Other than adult led opportunities, students have student-led opportunities for social-emotional needs, including clubs, peer mentorship, and peer mediation. Additionally, before and after-school student-led opportunities for mentoring and communication benefit each student's social-emotional needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The key indicators used at Young Men's Preparatory Academy are:
Attendance and tardies below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension,
One or more suspensions, whether in school or out of school,
Course failure in English Language Arts or mathematics,
A Level 1 or Level 2 score on the statewide, standardized assessments in English Language Arts or mathematics,
Overall Grade Point Averages falling below a 2.0, and
Total number of Student Case Management Referrals received by students.
Any time a student grade decreases to a C or below parent contact is expected. We monitor closely the number of SCMS (referrals) and hold conference and counseling sessions with students and parents as needed.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	4	0	1	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	3	0	0	2	0	1	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	15	13	8	4	1	3	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	1	0	0	0	1

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

One of the highlights of having a small environment is that there are stakeholders within the building who have face to face interaction with every student during the week. Our lead teacher, counselor and cafeteria staff are in daily communication about our students and notice the early warning signs of truancy. We have a team that identifies students who are identified as truant and begin the district's process as well as in-house counseling and home communication. As a choice school, we have counseling as well as staff interventions with students whose behavior warrants disciplinary action. Parents are included in the process as well. Students scoring Level 1 are placed in courses designed to address these concerns and the curriculum drives allows the student to receive more support to address areas of deficiency. Additionally, Saturday school and after-school tutoring is offered to all students to increase achievement in math, reading/language arts, social studies, and science.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Young Men's Preparatory Academy is a Title I School. Please refer to the Online Parent Involvement Plan (PIP).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Young Men's Preparatory Academy builds relationships throughout the community by establishing connections with various community-based organizations. The process which Young Men's Preparatory

builds and sustains partnerships in the local community includes email communication, telephone communication, conferences, meetings, and providing information about the school. Community-based organizations which support the school and student achievement include colleges which perform on-campus visitations, colleges which permit off-campus field trips, United Way, One Blood, Alliance for a Healthier Generation, My Life My Power, and Wynwood Community Center.

Aside from community involvement, parental and family involvement is an important feature within Young Men's Preparatory Academy. Young Men's Preparatory Academy has implemented several strategies to increase parental and family involvement during the school year. Strategies and activities which increase parental and family involvement include Open House Night, parent conferences regarding student behavioral and academic performance, promoting and encouraging parent volunteers, encouraging parents to join the PTSA, teacher/parent communication regarding student performance, school administrator/parent communication regarding student performance, and review of Sean Covey's 7 Habits for Highly Effective Teens with parents.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Edouard, Pierre	Principal
Menoutis, Jason	Assistant Principal
Ross, Selena	Teacher, K-12
Orta, Lourdes	Teacher, K-12
Perez, Raul	Teacher, Career/Technical

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The name, title, and function of each member of the team are described below:

• Pierre Edouard, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
• Lourdes Orta and Loris Carter, Department Chairs, English/Social Studies, Mathematics/Science and Electives respectively: Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate materials/instruction of intervention activities.
• Selena Ross and Yvette Perdomo, School Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Data is gathered and reviewed after each assessment period, Spring FCAT/EOC, Baseline, Fall, and Winter. Assessments during the Spring will include the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) which will replace the FCAT. The data is analyzed in data chats within departments, at faculty meetings, at MTSS/RtI Leadership meetings, and at EESAC meetings. The sole focus of these meetings is to determine the effectiveness of strategies outlined in the SIP. When the desired level of improvement is not achieved the committee members must use the data to determine which Tier of students are being affected and means to address the problem, varying from professional development in specific areas, after school tutoring for Tier 3 students, or implementing a completely different SIP strategy.

Title I, Part A
Services are 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; assists 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.
Title I, Part C- Migrant
Young Men's Preparatory Academy 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, ESOL
• 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
N/A
Title VI, Part B
N/A
Title X- Homeless
N/A
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs

Young Men's Preparatory Academy offers non-violence and anti-drug programs to students. These programs include:
• Youth Prevention Action Plan
• Mediation Groups (Anger Management & Transition)
• Anti-Bulliying
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs
N/A
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
High school completion courses are available to all eligible Young Men's Preparatory students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education
By promoting Career Pathways and Programs of Study, students will have the opportunity to successfully complete an academy program. They will have a better understanding of the qualifications and skills needed to take advantage of post-secondary opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school. Furthermore, this provides opportunities for students to complete 2 and 4 year postsecondary degrees.

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

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Job Training
A senior internship partnership with local businesses will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.
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 No Child Left Behind, and other referral services.

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, including Parent Academy Courses, 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.

The Voluntary Public School Choice Program (I Choose!), a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Selena Ross-Miranda	Teacher
Raul Perez	Teacher
Pierre Edouard	Principal
Jonathan Zuniga	Student
Maryline Gelin	Parent
Pamillia Johnson	Parent
Karla Zuniga	Parent
Marie Fertil	Parent
Lourdes Orta	Teacher
Sebastian Lorenzo	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The EESAC committee discussed the School Improvement Plan that was entered last year and approved the plan.

The Educational Excellence School Advisory Council activities for the 2015-16 school year include the following:
• Monitor implementation of the School Improvement Plan through ongoing data analysis
• Review the bylaws
• Approve the School Improvement Plan
• Develop and monitor the implementation of the School Improvement Plan
• Budget training
• Vote on EESAC expenditures
• Complete SIP midyear review
• Complete the needs assessment

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) has a pivotal role in the development of the School Improvement Plan (SIP). The EESAC committee meets to discuss results of the district interim assessments. The committee shares in the duties of school improvement plan and what goals will be recorded on the SIP. The members are given an opportunity to make suggestions for changes to our current School Improvement Plan during the course of the school year. Their suggestions are incorporated as appropriate into this year's plan. The SAC will review the final plan and approve.

c. Preparation of the school's annual budget and plan

-Data is gathered from district and school-wide assessments, to determine where funds are needed, to support remediation.
-The data is analyzed in data chats within departments, at faculty meetings, at Leadership meetings, and at EESAC meetings.
-The sole focus of this plan is to support the school with the allocation of funding to support supplemental educational programs and materials.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC will allocate funds to promote the school-wide literacy, mathematics, and science programs, including obtaining educational materials, tutoring programs, and robotics. The SAC will also be used to recognize student achievement. The remaining funds will be set aside for proposals presented to the committee throughout the school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Valdespino, Lourdes	Teacher, K-12
Ross, Selena	School Counselor
Orta, Lourdes	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

ELL - Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in core curriculum areas.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school's strategies to encourage positive working relationships between teachers include: faculty meetings, departmental meetings and in-house professional development sessions. In addition, teachers are encouraged to join the Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) to enhance their commitment to ensure learning for all students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Recruitment occurs via the District Teacher Match system, whereby highly qualified candidates are identified, screened, interviewed and ultimately hired.
2. Professional Development opportunities are provided for faculty and staff members.
3. Small Learning Communities are fostered and supported within the faculty and staff.
4. Faculty and staff members receive District and In-House training in Technology.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers new to the profession participate in the Mentoring and Induction for New Teachers (MINT) program. This is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers.
Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Young Men's Preparatory Academy ensures that core instructional programs and materials are aligned to Florida's standards by utilizing Miami-Dade County Public Schools subject area pacing guides, which are aligned with the Florida Standards. All teachers are required to utilize the Miami-Dade County Public Schools district pacing guide and the Florida Standards during lesson planning, with teachers being required to list the Florida Standards which are being implemented during each lesson on their lesson plans. During teacher observations and classroom walk-throughs,

administrators will determine if teachers are implementing the Florida Standards and utilizing the Miami-Dade County Public Schools district pacing guides.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student performance data on School-wide and District Assessments are analyzed in order to identify areas of student strengths and deficiencies. As a result of the analysis, Data Chats are held between teachers and administration and between teachers and students to address the deficient benchmarks and develop a plan to remediate these deficiencies.
Teachers also utilize student data to provide and differentiate instruction to meet the diverse needs of students in a variety of ways. Student data is analyzed to determine areas of difficulty for each student at Young Men's Preparatory Academy. As a result of determining areas of difficulty, students are placed in subject area specific enrichment and remediation.
Teachers use data to determine and improve their instructional practice. Data is obtained through a variety of activities which include, but are not limited to, formal and informal classroom assessments and state-level assessments. After receiving this data, teachers determine the differentiation instruction that must be implemented within the classroom environment.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,620

The research-based strategies utilized include:
- After-school tutoring in core subject areas (math, language arts, science, and social studies).
- Saturday school tutoring in core subject areas (math, language arts, science, and social studies).
- Teachers have monthly department meeting where they are given the opportunity to collaborate, plan, and engage in professional development activities.
- Teachers participate in department co-planning during planning periods.

Strategy Rationale

The rational for implementing an after-school tutoring program is to improve student achievement through increased academic support. After school tutoring will allow for one-on-one academic support in areas of difficulty for the students in Young Men's Preparatory Academy.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Edouard, Pierre, pr7056@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is gathered and reviewed after each assessment period throughout the school year. The data is analyzed in data chats within departments, faculty meetings, leadership meetings, and EESAC meetings. The focus of each meeting is to evaluate the effectiveness of the strategies in place. When the data shows that students are not making the expected gains, the strategies are reviewed to determine the possible causes: implementation, fidelity, materials, or programs.

| **Strategy:** Weekend Program |
| **Minutes added to school year:** 2,400 |

- Saturday school tutoring in core subject areas (math, language arts, science, and social studies).

Strategy Rationale

The rational for implementing a Saturday school tutoring program is to improve student achievement through increased academic support. After school tutoring will allow for one-on-one academic support in areas of difficulty for the students in Young Men's Preparatory Academy.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Edouard, Pierre, pr7056@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is gathered and reviewed after each assessment period throughout the school year. The data is analyzed in data chats within departments, faculty meetings, leadership meetings, and EESAC meetings. The focus of each meeting is to evaluate the effectiveness of the strategies in place. When the data shows that students are not making the expected gains, the strategies are reviewed to determine the possible causes: implementation, fidelity, materials, or programs.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Young Men's Preparatory Academy implements new student orientations, returning student orientations, and grade-level assemblies which supports all aspects of educational and behavioral achievement. Teacher collaboration occurs across grade-levels and subject areas to assure all students receive needed support.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Young Men's Preparatory Academy incorporates students' academic and career planning through a rigorous curriculum featuring Honors, Advanced Placement and Dual Enrollment courses. Opportunities for internships are also provided to enhance students' experiences within their chosen fields of study. Career planning activities also include on-campus college visits, administration presentations, student services presentations, and vocational school visits and presentations. Emphasis is placed on developing critical thinking and leadership skills, the 7 Habits of Highly

Effective People, and financial literacy. Students and parents develop and revise an educational plan designed to ensure the relevance of course selections.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Young Men's Preparatory Academy offers students elective courses in health/physical education, music, business, technology/robotics, film, television production, and leadership skills. All disciplines emphasize curriculum relevance and real-world applications as a best practice. Within the field of Business Technology, students have the opportunity to earn industry certifications in a variety of areas.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

As part of our college preparatory model, Young Men's Preparatory Academy prepares students for postsecondary transition through a tiered program that consists of the following:

• A college preparatory program with emphasis on postsecondary matriculation.
• Providing assistance in planning for college, finding a college, applying to college, and paying for college.
• Providing preparatory courses for PSAT, SAT, ACT and Industry Certifications.
• Providing curriculum support to assist families with college essays, resumes, completing postsecondary applications.
• Assisting students in developing portfolios and enhancing their interviewing techniques.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

The strategies implemented within Young Men's Preparatory Academy includes on-campus college recruitment visits, off-campus college field trips, increased CAP advising, dual-enrollment course offerings, advanced placement course offerings, and providing waivers for the ACT, PSAT, and SAT tests.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Promote college-level education and college admissions to all students, including all middle and high school students.

G2.   Increase student achievement by improving instruction and lesson planning across all content areas.

G3.   Identify at risk students to provide support and intervention and to increase achievement.

G4.   Incorporate more technology-rich instruction into the lesson planning and infuse it in classroom.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Promote college-level education and college admissions to all students, including all middle and high school students. [1a]

🔑 G087946

Targets Supported [1b]

Indicator	Annual Target

Targeted Barriers to Achieving the Goal [3]

- Limited exposure of student population to college-level education.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- On-campus college visits, CAP advising, student services assemblies, and in-state college field trips.

Plan to Monitor Progress Toward G1. [8]

College admissions and application data

Person Responsible
Selena Ross

Schedule
On 6/2/2017

Evidence of Completion
The school counselor and CAP advisor will collect all college-related data, which includes college admissions and application data.

G2. Increase student achievement by improving instruction and lesson planning across all content areas.
1a

G087947

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	
ELA/Reading Gains District Assessment	
Bio I EOC Pass	
U.S. History EOC Pass	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of strategic, effective , and rigorous lesson planning utilizing the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Laptops will be assigned to every student, implementation of Edgenuity Software, Promethean Boards in every classroom, professional development on technology and instructional practice. Lesson planning professional development activities will be provided by district and region curriculum support specialist for all instructional personnel.

Plan to Monitor Progress Toward G2. 8

Student data as related to the specific content area.

Person Responsible
Pierre Edouard

Schedule
On 5/31/2017

Evidence of Completion
Walk through notes, lesson plans, student work folders, student engagement, student collaboration

G3. Identify at risk students to provide support and intervention and to increase achievement. `1a`

`⚷ G087948`

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	
Advanced coursework completion - H.S.	

Targeted Barriers to Achieving the Goal `3`

- Instructional strategies

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers, etc.

Plan to Monitor Progress Toward G3. `8`

Ongoing walk throughs conducted by administration to monitor fidelity of effective and rigorous instruction within the classroom

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 5/31/2017

Evidence of Completion

Walk through notes, lesson plans, student work folders, student engagement, student collaboration

G4. Incorporate more technology-rich instruction into the lesson planning and infuse it in classroom. 1a

🔑 G087949

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	

Targeted Barriers to Achieving the Goal 3

- Limited use of the appropriate technological resources embedded in the instructional routine within the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Infuse a variety technology and higher order thinking strategies into the planning and delivery of instruction.

Plan to Monitor Progress Toward G4. 8

I-Ready and edgenuity user completion data.

Person Responsible
Pierre Edouard

Schedule
On 6/2/2017

Evidence of Completion
All students should be actively engaged in I-Ready or Edgenuity educational software programs.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Promote college-level education and college admissions to all students, including all middle and high school students. `1`

🔑 G087946

G1.B1 Limited exposure of student population to college-level education. `2`

🔑 B233839

G1.B1.S1 Provide students with in-county and statewide college field trips to expose all students to the college environment. `4`

🔑 S246679

Strategy Rationale

Exposing students to the college-level environment will promote postsecondary education and increase college-level admissions and enrollment.

Action Step 1 `5`

Students will participate in statewide college field trip.

Person Responsible

Pierre Edouard

Schedule

On 6/2/2017

Evidence of Completion

The activities director and senior class sponsor will provide feedback regarding the field trip, including student notes, essays, and assignments regarding the college field trip.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The activities director and senior sponsor will present all college-level field trips to school administration prior to scheduling.

Person Responsible

Lourdes Orta

Schedule

On 6/2/2017

Evidence of Completion

The activities director and senior sponsor will provide all relevant documentation regarding the college field trip.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School administration will review feedback and input regarding the college field trip. Additionally, the CAP advisor will review which colleges interest the student population and document the colleges students apply for admissions that were part of the field trip.

Person Responsible

Schedule

On 6/2/2017

Evidence of Completion

All relevant documentation from the activities director and college admissions and application data from the CAP advisor.

G2. Increase student achievement by improving instruction and lesson planning across all content areas. 1

🔑 G087947

G2.B2 Limited evidence of strategic, effective , and rigorous lesson planning utilizing the Florida Standards. 2

🔑 B233841

G2.B2.S1 Professional development activities provided throughout the school year to enhance lesson planning and knowledge of Florida Standards. 4

🔑 S246681

Strategy Rationale

The implementation of high-quality professional development will enhance the teacher's ability to effectively plan lessons which include the Florida Standards.

Action Step 1 5

Professional development on lesson planning

Person Responsible

Pierre Edouard

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets and lesson plans observed during classroom walk-throughs.

Action Step 2 5

Implementation of co-planning and department meetings to enhance instruction and lesson planning.

Person Responsible

Pierre Edouard

Schedule

Biweekly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Co-planning session sign-in sheets and written coaches logs describing coaching cycles.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Classroom observations which include the monitoring and review of all lesson plans.

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Lesson plans with evidence of strategic, effective and rigorous lessons which utilize the Florida Standards.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Classroom observations which include the monitoring and review of all lesson plans.

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Lesson plans with evidence of strategic, effective and rigorous lessons which utilize the Florida Standards.

G3. Identify at risk students to provide support and intervention and to increase achievement. 1

🔍 G087948

G3.B1 Instructional strategies 2

🔍 B233842

G3.B1.S1 Implement professional development activities to enhance instructional strategies utilized by teachers. 4

🔍 S246682

Strategy Rationale

Professional development will improve instruction, which will provide high-quality and engaging learning environments for all students.

Action Step 1 5

Professional development related to instructional strategies.

Person Responsible

Pierre Edouard

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk-throughs by administration and instructional coaches.

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

High-quality instruction will be evident during walk-throughs and observations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Classroom walk-throughs by administration and instructional coaches.

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

High-quality instruction will be evident during walk-throughs and observations.

G4. Incorporate more technology-rich instruction into the lesson planning and infuse it in classroom. `1`

🔑 G087949

G4.B1 Limited use of the appropriate technological resources embedded in the instructional routine within the classroom. `2`

🔑 B233851

G4.B1.S1 Incorporate more technology embedded into the lesson planning and infuse it in classroom. `4`

🔑 S246685

Strategy Rationale

To increase student achievement in all content areas.

Action Step 1 `5`

Professional development for all technology incorporated at school for classroom usage.

Person Responsible

Pierre Edouard

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheet

Action Step 2 `5`

Provide school-issued laptops to students.

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Student sign-out and property management system

Action Step 3 5

Implementation of i-Ready and Edgenuity software

Person Responsible

Pierre Edouard

Schedule

Daily, from 9/26/2016 to 5/31/2017

Evidence of Completion

Student i-Ready and edgenuity usage data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor infusion of technology in classroom

Person Responsible

Pierre Edouard

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Walk-through logs or records

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Thorough observation of teacher infusing technology.

Person Responsible

Pierre Edouard

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Increase in student engagement.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M333618	Student data as related to the specific content area.	Edouard, Pierre	9/26/2016	Walk through notes, lesson plans, student work folders, student engagement, student collaboration	5/31/2017 one-time
G3.MA1 M333623	Ongoing walk throughs conducted by administration to monitor fidelity of effective and rigorous...	Edouard, Pierre	9/26/2016	Walk through notes, lesson plans, student work folders, student engagement, student collaboration	5/31/2017 daily
G2.B2.S1.A1 A320324	Professional development on lesson planning	Edouard, Pierre	9/26/2016	Sign-in sheets and lesson plans observed during classroom walk-throughs.	5/31/2017 quarterly
G2.B2.S1.A2 A320325	Implementation of co-planning and department meetings to enhance instruction and lesson planning.	Edouard, Pierre	9/26/2016	Co-planning session sign-in sheets and written coaches logs describing coaching cycles.	5/31/2017 biweekly
G4.B1.S1.A3 A320330	Implementation of i-Ready and Edgenuity software	Edouard, Pierre	9/26/2016	Student i-Ready and edgenuity usage data	5/31/2017 daily
G1.MA1 M333613	College admissions and application data	Ross, Selena	9/26/2016	The school counselor and CAP advisor will collect all college-related data, which includes college admissions and application data.	6/2/2017 one-time
G4.MA1 M333626	I-Ready and edgenuity user completion data.	Edouard, Pierre	9/26/2016	All students should be actively engaged in I-Ready or Edgenuity educational software programs.	6/2/2017 one-time
G1.B1.S1.MA1 M333611	School administration will review feedback and input regarding the college field trip....		9/26/2016	All relevant documentation from the activities director and college admissions and application data from the CAP advisor.	6/2/2017 one-time
G1.B1.S1.MA1 M333612	The activities director and senior sponsor will present all college-level field trips to school...	Orta, Lourdes	9/26/2016	The activities director and senior sponsor will provide all relevant documentation regarding the college field trip.	6/2/2017 one-time
G1.B1.S1.A1 A320319	Students will participate in statewide college field trip.	Edouard, Pierre	9/26/2016	The activities director and senior class sponsor will provide feedback regarding the field trip, including student notes, essays, and assignments regarding the college field trip.	6/2/2017 one-time
G2.B2.S1.MA1 M333616	Classroom observations which include the monitoring and review of all lesson plans.	Edouard, Pierre	9/26/2016	Lesson plans with evidence of strategic, effective and rigorous lessons which utilize the Florida Standards.	6/2/2017 daily
G2.B2.S1.MA1 M333617	Classroom observations which include the monitoring and review of all lesson plans.	Edouard, Pierre	9/26/2016	Lesson plans with evidence of strategic, effective and rigorous lessons which utilize the Florida Standards.	6/2/2017 daily
G3.B1.S1.MA1 M333619	Classroom walk-throughs by administration and instructional coaches.	Edouard, Pierre	9/26/2016	High-quality instruction will be evident during walk-throughs and observations.	6/2/2017 daily
G3.B1.S1.MA1 M333620	Classroom walk-throughs by administration and instructional coaches.	Edouard, Pierre	9/26/2016	High-quality instruction will be evident during walk-throughs and observations.	6/2/2017 daily
G3.B1.S1.A1 A320326	Professional development related to instructional strategies.	Edouard, Pierre	9/26/2016	Sign-in sheets	6/2/2017 biweekly
G4.B1.S1.MA1 M333624	Thorough observation of teacher infusing technology.	Edouard, Pierre	9/26/2016	Increase in student engagement.	6/2/2017 weekly
G4.B1.S1.MA1 M333625	Monitor infusion of technology in classroom	Edouard, Pierre	9/26/2016	Walk-through logs or records	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1 🔍 A320328	Professional development for all technology incorporated at school for classroom usage.	Edouard, Pierre	9/26/2016	Sign-in sheet	6/2/2017 one-time
G4.B1.S1.A2 🔍 A320329	Provide school-issued laptops to students.	Edouard, Pierre	9/26/2016	Student sign-out and property management system	6/2/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student achievement by improving instruction and lesson planning across all content areas.

G2.B2 Limited evidence of strategic, effective , and rigorous lesson planning utilizing the Florida Standards.

G2.B2.S1 Professional development activities provided throughout the school year to enhance lesson planning and knowledge of Florida Standards.

PD Opportunity 1

Professional development on lesson planning

Facilitator

Dr. Loris Carter

Participants

All instructional personnel

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

G3. Identify at risk students to provide support and intervention and to increase achievement.

G3.B1 Instructional strategies

G3.B1.S1 Implement professional development activities to enhance instructional strategies utilized by teachers.

PD Opportunity 1

Professional development related to instructional strategies.

Facilitator

Dr. Loris Carter

Participants

All instructional faculty

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

G4. Incorporate more technology-rich instruction into the lesson planning and infuse it in classroom.

G4.B1 Limited use of the appropriate technological resources embedded in the instructional routine within the classroom.

G4.B1.S1 Incorporate more technology embedded into the lesson planning and infuse it in classroom.

PD Opportunity 1

Professional development for all technology incorporated at school for classroom usage.

Facilitator

Dr. Loris Carter (PD Liaison) and Mr. Pierre Edouard (Principal)

Participants

All instructional personnel

Schedule

On 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student achievement by improving instruction and lesson planning across all content areas.

G2.B2 Limited evidence of strategic, effective , and rigorous lesson planning utilizing the Florida Standards.

G2.B2.S1 Professional development activities provided throughout the school year to enhance lesson planning and knowledge of Florida Standards.

TA Opportunity 1

Implementation of co-planning and department meetings to enhance instruction and lesson planning.

Facilitator

Dr. Loris Carter and Ms. Lourdes Orta

Participants

Core subject area teachers

Schedule

Biweekly, from 9/26/2016 to 5/31/2017

G4. Incorporate more technology-rich instruction into the lesson planning and infuse it in classroom.

G4.B1 Limited use of the appropriate technological resources embedded in the instructional routine within the classroom.

G4.B1.S1 Incorporate more technology embedded into the lesson planning and infuse it in classroom.

TA Opportunity 1

Provide school-issued laptops to students.

Facilitator

Mr. Raul Perez and Dr. Jason Menoutis

Participants

Entire student population

Schedule

Daily, from 9/26/2016 to 6/2/2017

TA Opportunity 2

Implementation of i-Ready and Edgenuity software

Facilitator

Dr. Carter

Participants

Entire student population

Schedule

Daily, from 9/26/2016 to 5/31/2017

		VII. Budget				
1	G1.B1.S1.A1	**Students will participate in statewide college field trip.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	330-Travel	7056 - Young Men's Preparatory Academy	Other		$3,000.00
			Notes: Statewide college field trip			
2	G2.B2.S1.A1	**Professional development on lesson planning**				**$0.00**
3	G2.B2.S1.A2	**Implementation of co-planning and department meetings to enhance instruction and lesson planning.**				**$0.00**
4	G3.B1.S1.A1	**Professional development related to instructional strategies.**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	7056 - Young Men's Preparatory Academy	Other		$6,000.00
			Notes: School-wide implementation of My Life My Power			
5	G4.B1.S1.A1	**Professional development for all technology incorporated at school for classroom usage.**				**$0.00**
6	G4.B1.S1.A2	**Provide school-issued laptops to students.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	7056 - Young Men's Preparatory Academy	Other		$1,500.00
			Notes: Laptop-related supplies for school-issues laptops.			
7	G4.B1.S1.A3	**Implementation of i-Ready and Edgenuity software**				**$0.00**
					Total:	**$10,500.00**