Young Womens Preparatory Academy

2017-18 Schoolwide Improvement Plan

Young Womens Preparatory Academy

1150 SW 1ST ST, Miami, FL 33130

http://ywpa.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Young Womens Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Young Women's Preparatory Academy is dedicated to excellence in the education of girls and young women. Our girls will actively pursue the opportunities of a rich and challenging curriculum and develop the wisdom and courage to lead in local and global communities. Through technology, students will gain access to local and world-wide resources. At all levels of a sequential and high achieving curriculum, the school attempts to foster an environment in which students are comfortable taking intellectual risks, pursuing independent interests and exploring various approaches to learning. We will strive to provide a framework for our girls to gain self-confidence, leadership skills, and a sense of responsibility.

b. Provide the school's vision statement.

The vision of the Young Women's Preparatory Academy is to nurture, empower, and educate girls during a fundamental time in their lives. We will strive to prepare our girls to be the best they can be and independently stand as intellectually advanced young women. By intentionally recruiting a diverse group of high-achieving girls, we will work towards a more equitable world.

2. School Environment

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

The school learns about students' cultures and builds relationships between teacher and students through the embodiment of its program offerings and expectations for students. Programs include Big Sister/Little Sister in which students foster community within the school through peer counseling and mentor-mentee relationships as well as the larger outside community environment via afterschool enrichment and weekly events. Our student body produces an annual Girl Talk One-on-One conference for which they coordinate every aspect including securing guest speakers, determining the subject of individual sessions and securing off-campus venues to make for a transformative event at every level. The school is also implementing MindUp (a self-awareness and mindfulness program from the Hawn Foundation) which is a brain-focused curriculum for learning and living. The congenial atmosphere, the teacher-student ratio of 19:1 and the daily 30 minute Leadership Period provide opportunities for relationship building amongst teachers and students. Every student knows and feels that an adult is easily within reach.

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

The school creates an environment where students feel safe and respected before, during and after school. Students' strengths and possibilities as women are brought to the forefront by the school-coordinated Women's Symposium and Guest Speaker Series. Through this program students have the opportunity to express themselves in a non-threatening environment. As a Leadership Magnet, the goal of the school is to teach students to respect themselves and others and provide a safe place where students can develop to their potential. The school is implementing the District "Values Matter Miami" to promote core values focusing on respect of self and others. Also, YWPA provides a new and highly technological environment which draws in students due to individuality. Finally, the core curriculum instills Stephen Covey's "7 Habits of Highly Effective Teens" leadership program.

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.

The school has a schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. Our established protocol consists of providing students with clear behavioral expectations. Teachers use research-based strategies to increase the amount and quality of learning time
and help provide an enriched and accelerated curriculum, therefore minimizing distractions during instructional time. This includes a school-wide core subject plan, incorporation of skills and strategies learned into the classroom instruction which contributes to the improvement of every student and an Extended Homeroom/Leadership Period where instructional strategies are taught school-wide on a weekly basis. Furthermore, teachers are allowed to collaborate, plan, and engage in professional development to ensure the curriculum is followed and behavioral distractions are reduced.

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.

The school ensures the social-emotional needs of all students are being met. We actively and intentionally recruit students from diverse groups ensuring an equitable distribution of ethnic and socio-economic groups. Many support systems are in place at YWPA to help level counseling, mentoring and other pupil services. These include small group tutoring, mentoring, an extensive after-school tutoring and homework program, differentiated instruction to ELL students and accommodations for special needs students. Students learn to self-advocate through Leadership and therefore, feel very comfortable seeking help from our very available and supportive Student Services Department. The random selection process, the nurturing environment and the leadership theme provide the platform on which YWPA empowers all students. By the time they reach the 12th grade, our students are transformed intellectually, emotionally and socially into high achieving, confident women.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's early warning system focuses on providing interventions and strategies that address specific behaviors and hopefully lead to greater student success. It includes:
-Analysis of the Attendance Report report which shows the attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. The Trust Counselor conducts one-on-one meetings with students and follows up with written and verbal parent contact. A contract is implemented with students to address the tardies or absences in order to prevent future occurrences.
-Possible suspensions are addressed with students and parents. Counselors provide intervention and ongoing monitoring to prevent from future occurrences.
-Counselors address those students failing English Language Arts or Mathematics. In addition, Department Heads and teachers identify students scoring at Level 1 in English and Language Arts and Mathematics on the statewide assessments and make necessary adjustments to their instruction.
-Tutoring takes place by pullout during the Leadership Period and students are provided consumable and digital remediation and test prep resources. Additionally, the National Honor Society provides Mathematics tutoring to any student seeking help.

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	0	0	0	0	0	0	0	
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	1	3	3	1	2	8	2	20
Level 1 on statewide assessment	0	0	0	0	0	0	13	5	2	2	1	1	0	24

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	16	10	0	1	0	0	0	27

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

Intervention strategies are employed by the school to improve the academic performance of students identified by the early warning system. Such strategies include quarterly attendance meetings, parent contact, TRUST meetings/reports, student/parent encouragement at school related events and tutoring services. Tutoring takes place by pullout during the Leadership Period and students are provided consumable and digital remediation and test prep resources. Additionally, the National Honor Society provides mathematics tutoring to any student seeking help.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

The school works to build 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. YWPA recruits its students from all areas of Miami Dade County through Magnet Fairs. We intentionally recruit a diverse group of girls and work towards a more equitable world while meeting the needs of all students and maximizing desired student outcomes. In order to establish an ongoing parent/student communication parents are required to engage in the recruitment /acceptance process. Through this process parents are invited to visit the school and tour the facility, meet the Lead Teacher to sign the contract and attend the orientation advising them of our curriculum framework/subject selection.
The following strategies are utilized to increase parent participation rate in school-wide activities and keep them informed of their child's progress:

-Use of connect-Ed messaging system both through e-mail and telephone calls to communicate time and date of meetings.
-Post activity calendars on school website and provide hard copies of such to parents.
-Schedule school functions and relate information for upcoming events.
-Schedule parent conferences through Student Services.
-New Student Orientation Conference informs and involves parents.
-High School Orientation Conference engages parents in encouraging and guiding their student to take advantage of all the acceleration opportunities offered at the school and to keep track of and assist in the college admissions and financial aid process.
-A very active PTSA is encouraged to contribute and participate in social and educational activities. The PTSA provides an extensive Enrichment Program. Students can enroll in after-school golf lessons, cooking lessons, dance and exercise lessons, etc.

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.

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. As a leadership magnet, we structure the curriculum to allow students ongoing opportunities to lead through service. Students foster community within the school as well as the larger outside community environment via afterschool enrichment and weekly Big Sister/Little Sister events. These service activities are often completed in conjunction with another school related club or community organization. Our Big Sister/Little Sister program partners with Barry University to participate in the annual Brideswalk event that takes place to highlight and bring awareness to the issues of domestic violence. Furthermore, Big Sister/Little Sister collects for OME (Operation Military Embrace) to provide for women in the military. The United Way annual student campaign also provides another avenue for students to participate and give back to the various organizations under the auspices of the United Way. We collaborate with the Florida Heiken Program which provides free vision screening as well as prescription glasses to every student who is eligible to participate. This is an annual event at the Health Fair. Lastly, the school's annual Women's Symposium enables our students to have first hand exposure to dynamic, professional women and as a result we are able to establish sustainable relationships with these women who often partner with us via in-kind contributions and internship opportunities.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Tarafa, Silvia	Principal
Cabrera, Anthony	Teacher, K-12
Cruz, Diubel	Teacher, K-12
Fernandez-Lambert, Laura	Teacher, K-12
Gottlieb, Isis	School Counselor
Milian, Rose	Teacher, K-12
Paillere, Yama	School Counselor
Haynes, Nicole	Teacher, K-12
Perez, Teresa	Teacher, K-12
Okyle, Yaneysi	Teacher, K-12
Pfeiffer, Paul	Assistant Principal

b. Duties

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

The school-based leadership team include the following personnel as resources and as instructional leaders and decision makers, based on specific problems or concerns as warranted:
-Principal (Concepcion I. Martinez) ensures commitment and allocates resources.
-Assistant Principal (Paul Pfeiffer) assists the principal in ensuring commitment and allocating resources.
-Lead Teacher (Rose Milian) builds staff support, internal capacity, and sustainability over time.
-Department Chairs (Yaneysi Okyle, Kenya Pares, Diubel Cruz, Laura Fernandez-Lambert, Anthony Cabrera and Cecilia Reverte) share the common goal of improving instruction for all students.
-School counselor (Isis Gottlieb) and Trust Specialist (Yama Paillere) work to build staff support, internal capacity, and sustainability over time.

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.

The school's leadership meets once a week for the purpose of identifying and aligning all available resources in order to meet the needs of all students and maximize desired outcomes. Our school has a data-based problem-solving process in place for the implementation and monitoring of our SIP and MTSS/RtI structures to address effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. The MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration and teachers through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The goal is to monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and provide levels of support and interventions to students based on data.

Project Up-Start, the Homeless Education Program seeks to ensure a successful educational experience for homeless student population. Every school has a designated homeless assistance

liaison who works in conjunction with Project Up-Start to identify homeless students and assist those students with their daily needs. Those needs run the gamut of enrollment, transportation, food, to toiletries. Our students participate in the annual Homeless Awareness Day held on the campus of the University of Miami. Our entire student body, under the umbrella of Big Sister/little sister, collaborates with Stardom Up and Code/Art Miami to expose the students to how technology and innovation can be used in their daily lives and as tools to assist them in becoming problem solvers (e.g. engineers). Furthermore, our students engage in the Hour of Code activities during the Leadership Period where students practice coding skills. We also host a Day of Code aimed at sparking students' interest in technology. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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. The school hosts Health Fair Week where different healthcare professionals speak to the students about wellness and nutrition. In addition to these services, Young Women's Preparatory Academy provides ongoing assistance to ensure students requiring additional remediation are assisted through extended learning opportunities during the Extended 45 minute Homeroom/Leadership Period and during the after-school program. These include pull out and push in for small group tutoring and differentiated instruction utilizing digital resources. Support services are provided to the school, student, and families through our Student Services Department. Teachers, parents and counselors schedule monthly meetings and activities and encourage parents to support their child's education. In these meetings/activities they provide materials and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards throughout the school year. They identify and analyze existing literature on scientifically based curriculum assessment and intervention approaches. Curriculum Coaches along with the Student Services Department determine the "at risk" students and assist in the design and implementation for progress monitoring, data collection, and data analysis on an ongoing basis.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Concepcion I. Martinez	Principal
Elizabeth Jordan	Teacher
Cecilia Reverte	Teacher
Kenya Pares	Teacher
Rose Milian	Teacher
Diubel Cruz	Teacher
Yaneysi Okyle	Teacher
Katheen Quarles	Teacher
Donneisha Roundtree	Education Support Employee
Francisco Cantero	Business/Community
Maria Robles	Parent
Albert Lopez	Business/Community
Melissa Rego	Parent
Kevin Brown	Parent
Elba Garcia	Student
Roberto Romano	Education Support Employee
Ena Garcia-Aguerrebere	Parent
Maria M. Chouza	Parent
Isis Gottlieb	Parent
Sophia Bright	Student
Sharon Parra	Parent
Patty LaMarche	Parent
Carrie A. Baron	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The involvement of the SAC in the evaluation of last year's improvement plan includes:
-Assist the school in reviewing last year's improvement plan.
-Revisit our 2016-2017 End of Year School Improvement Plan Reflections.
-Discuss possible goal changes based on 2017 FSA, NGSSS, and AP Exam results.

b. Development of this school improvement plan

The involvement of the SAC in the development of this school improvement plan includes:
-Assist the school in creating and analyzing school climate surveys from parents and students.
-Provide feedback and approve the 2017-2018 school improvement plan.
-Monitor the implementation of the SIP.

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

The practices detailed in the living document, and any future activities deemed necessary and appropriate, will be diligently enacted to promote academic success and financial efficiency. The school's annual budget is generated through FTE which determines the teacher allocations. The 2017-2018 EESAC funds currently allocated is $1,907.00.

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

The amount of school improvement funds budgeted for the 2017-2018 school year includes $2,000.00. This money was dispersed to cover incentives and supplemental teaching materials for students. The projected use of EESAC school improvement funds for the current 2017-2018 school year includes $1,907.00 which is allocated for materials and incentives to improve students' performance on the FSA and other State assessments.

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.

N/A

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
Tarafa, Silvia	Principal
Cabrera, Anthony	Teacher, K-12
Cruz, Diubel	Teacher, K-12
Fernandez-Lambert, Laura	Teacher, K-12
Gottlieb, Isis	School Counselor
Milian, Rose	Teacher, K-12
Okyle, Yaneysi	Teacher, K-12
Paillere, Yama	School Counselor
Haynes, Nicole	Teacher, K-12
Perez, Teresa	Teacher, K-12
Pfeiffer, Paul	Assistant Principal

b. Duties

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

The LLT promotes literacy within the school by:
-Monitoring and adjusting the school's academic goals through data gathering and data analysis.
-Monitoring the fidelity of the delivery of instruction and interventions with a focus on literacy schoolwide.
-Providing levels of support and interventions to students based on data.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The school encourages positive working relationships between teachers, including collaborative planning and instruction. Leadership and staff foster a culture consistent with the school's purpose and direction through effective communication. Administration has an open door policy for all stakeholders and promotes a sense of community and collaboration resulting in shared leadership among the staff. Leadership communicates effectively, solicits feedback and responds. This shared leadership empowers teachers and encourages innovation and collaboration to engage in collaborative planning and instruction. "We All Teach Literacy" is a common theme at the school which teachers often express. There is a sense of "we are all in this together" and teachers expect students to succeed in all subject areas. Teachers and Leadership understand that learning does not take place in isolated pockets but in an integrated and collaborative environment. At the beginning of the year, the professional development liaison works with each department to create on-going Professional Learning Communities (PLCs) for the purpose of job-embedded professional growth. In the PLCs, teachers provide each other with lesson feedback to improve instruction. The school also has a very active Social Committee which contributes to positive collegial relationships.

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

Our school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school include arranging initial meeting of new teachers with Principal, partnering new teachers with veteran teachers, providing release time to observe other teachers at the school or other schools and hosting monthly recognition of teachers at faculty meetings through peer to peer acknowledgement. Administration seeks to hire and retain teachers who know and share in the school's Vision and Mission.

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

Our school pairs New Teachers with veteran teachers and participates in the MINT program in order to provide support and assistance. The veteran teachers chosen have outstanding knowledge of content and pedagogy that support high standards. In addition, they demonstrates a commitment to personal and professional growth. The mentor provides the necessary documents and data to assist mentee in meeting goals. The mentor and mentee meet bi-weekly during the first half of the year and weekly thereafter to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning. In addition to providing a mentor, Department Heads assist new teachers by relating information learned at workshops attended and make themselves available to answer questions/requests when needed.

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.

The school ensures its core instructional programs and materials are aligned to Florida's Standards. The Leadership Team systematically adjusts curriculum, instruction and assessment in collaboration

with faculty, students and parents as a response to data received from multiple assessments that focus on the Florida Standards. The process is substantiated through our school improvement plan and communicated through Data Chats, Faculty Meetings, EESAC Meetings and the school's website. The Leadership ensures that all teachers follow pacing guides and that syllabus and pacing guides are consistent and aligned to the Florida's Standards. Weekly Leadership Team meetings guide the process of alignment and provide information and assessment feedback for continuous improvement.

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.

The school uses data to provide and differentiate instruction to meet the diverse needs of students and instruction is modified or supplemented to assist students having difficulty attaining proficient or advanced level on state assessments. Our school establishes and maintains a clearly defined comprehensive student assessment system. Every teacher receives a data binder at the Opening of School Meeting and an exhaustive compilation of digital files for the previous year's assessments. Administration releases new data throughout the year to all teachers as it becomes available. The Leadership Team conducts regular and systematic debriefing protocols with teachers and department chairs to analyze student performance and the effectiveness of instructional practices. Based on this data, along with in-class assessments, teachers differentiate their instruction to meet all students' needs. For example, teachers complete data protocol forms, establish learning groups and create learning goals for those students needing modified or supplemented instruction. These data protocols are completed after every Midyear assessment. Students who are having difficulty are remediated though after school tutoring, digital resources such as iReady, Reading Plus and Edgenuity, and through subject-area boot camps.

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: Extended School Day
Minutes added to school year: 2,400

A school-wide core subject plan is implemented and incorporation of skills and strategies learned are carried into the classroom instruction, which contribute to the improvement of every student.

Strategy Rationale

The school infuses research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tarafa, Silvia, pr7055@dadeschools.net

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

Data from Midyear assessments and classroom work/tests are collected on an on-going basis and analyzed to ensure the effectiveness of supplemental instructional strategies provided to students.

Strategy: Extended School Day
Minutes added to school year: 1,200

Teachers collaborate, plan, and engage in professional development to further their professional growth and positively impact student performance.

Strategy Rationale

Teachers are equipped with tools such as research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Tarafa, Silvia, pr7055@dadeschools.net

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

The Leadership Team at our school conducts regular and systematic debriefing protocols with teachers and department chairs to analyze student performance and the effectiveness of instructional practices.

Strategy: Extended School Day

Minutes added to school year: 2,400

Teachers utilize the Extended Homeroom/Leadership Period to provide additional academic enrichment/intervention strategies based on the results of the district Midyear assessments and other content specific assessments.

Strategy Rationale

Data is used to drive enrichment/intervention strategies and research-based strategies are infused to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tarafa, Silvia, pr7055@dadeschools.net

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

Data is collected on an on-going basis to ensure the effectiveness of supplemental instructional strategies provided to students. The Leadership Team at our school conducts regular and systematic debriefing protocols
with teachers and department chairs to analyze student performance and the effectiveness of instructional practices.

Strategy: After School Program

Minutes added to school year: 17,280

After-school tutoring is offered to reinforce learned skills and/or to reteach concepts not yet mastered.

Strategy Rationale

Through the encouragement of after-school tutoring, students attending receive additional research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tarafa, Silvia, pr7055@dadeschools.net

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

Student sign-in logs are kept to keep track of attendance and data is collected on an on-going basis to ensure the effectiveness of supplemental instructional strategies provided to students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our school employs strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Important strategies that students learn are time management, planning, organizational skills and test-taking skills. Steven Covey's "7 Habits for Highly Effective Teens" program which is embedded in our Extended Homeroom/Leadership Period, allows students to develop these important skills as they transition from the middle school level into the high school level. Even though the 7 Habits curriculum is embedded school-wide, there is a special focus on incoming 6th graders and new 9th graders. Because of our unique 6th through 12th grade level curriculum, most of our faculty teach both the middle and senior high school ensuring vertical alignment and providing a seamless transition for students. In addition, our twelfth graders receive ongoing college visits, mentoring from guidance counselors, receive ACT and SAT classes, attend college tours every two years and attend yearly senior sponsor meetings with parents, in order to gain awareness and become college-ready.

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.

The school implements strategies to advance college and career awareness. The school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. Through Student Services and the articulation process students' academic and career planning is addressed to insure that the students' course of study is tailored toward their academic and career goals. Additionally, colleges and universities are invited to attend and make presentations for our students along with college tour trips with the junior and senior class. Juniors and seniors participate in internships with business leaders in our community and in the health industries. An extensive dual enrollment program allows students to begin college early and accumulate credits towards an Associate in Arts Degree. The school counselor meets with all juniors and all seniors on alternate days to prepare students for career planning, test prep, and college and financial aide applications.

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

N/A

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

The school makes an effort to integrate career and technical education with academic courses by incorporating applied and integrated courses to help students see the relationship between subjects and relevance to their future. Through vertical and horizontal articulation, the school's curriculum is aligned to address the students' needs and school goals. The school holds a meeting in the spring with all future freshmen and parents to apprise them of the high school's graduation requirements and the different scholarship opportunities. In the fall of their freshman year the school counselor meets with each student to develop a graduation plan aligned with the students' interest. Our schedule is specifically developed to allow students with opportunities to attend and seek community internships, dual enrollment, and on-the-job training in order to connect course subject with future career choices. In addition, the school offers a multitude of Advanced Placement and Virtual School courses to best meet our students' needs.

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.

Strategies for improving student readiness for public postsecondary level based on annual analysis of the High School Feedback Report are in place. Of the graduates enrolled in a Math course in Florida in the fall of 2015, 100% successfully completed remedial Math and intermediate Algebra, 80% successfully completed entry-level Math and 83% successfully completed advance Math. All percentages significantly surpassed the District and State. The success rate of graduates who entered a public college or university in Florida in the year following graduation, and scored above college-level cut scores was 95.2% in Reading and 95.2% in Writing, both surpassing the District and State. Most of our students earn credit in Advanced Math through dual enrollment while at the school. Students at the school are exposed very early on to rigorous mathematics courses. Starting in the 6th grade, all students are advanced one level to Mathematics 7. Students are also enrolled in Advance Placement Language and Literature courses and earn college credit as well. The success in both Language Arts and Mathematics postsecondary courses is due to the rigor, remediation, and differentiation provided to students.Possible needs of student readiness for the postsecondary level is addressed through the Students Services articulation process. The school optimizes the schedule to allow students to receive enrichment, remediation, and time to apply and take assessments such as SAT, ACT, PERT, etc.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.   If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G096781

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
AMO Math - African American	
AMO Math - ELL	
FSA ELA Achievement	90.0
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	84.0
FSA Mathematics Achievement	90.0
Math Gains	95.0
Math Lowest 25% Gains	91.0

Targeted Barriers to Achieving the Goal 3

- Students' difficulty drawing conclusions and using textually based evidence to support their responses

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monitoring the implementation of the identified strategies by the Leadership Team and Administrative Team

- Reviewing data reports to ensure progress is being made and to make adjustments to instruction as needed

- Incorporating iReady and other technology interventions during English Language Arts and Mathematics classes

- Infusing supplemental readings and written learning logs

- Ensuring open communication and collaboration through leadership planning

- Curriculum leaders share relevant resources from professional developments with the rest of the staff

- Incorporate Close Reading strategies to complex sources in order to improve organization and synthesizing written responses

Plan to Monitor Progress Toward G1. `8`

Progress toward the goal is monitored through data disaggregation and through the administration of FSA ELA, FSA MATH, FSA EOC, NGSSS EOC and AP exams.

Person Responsible

Silvia Tarafa

Schedule

Monthly, from 9/1/2017 to 6/6/2018

Evidence of Completion

staff sign in sheets, agenda, email correspondence, data chats, results from all 2018 state assessments

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. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G096781

G1.B1 Students' difficulty drawing conclusions and using textually based evidence to support their responses [2]

🔑 B260334

G1.B1.S1 Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in core curriculum areas [4]

🔑 S275750

Strategy Rationale

Enhancing instruction will lead to student success.

Action Step 1 [5]

Establish professional development opportunities supporting the Framework for Effective Instruction and designed to identify the latest instructional strategies, innovative teaching techniques and/or new instructional materials that will lead to improvement in students' analytical writing, and higher order questioning strategies across the curriculum

Person Responsible

Teresa Perez

Schedule

Quarterly, from 9/1/2017 to 6/6/2018

Evidence of Completion

staff sign in sheet, agenda, instructional resources/handouts

Action Step 2 [5]

Implement a School-wide Leadership Enrichment/Intervention Calendar during the Leadership/ Extended Homeroom period through all grades and content areas that addresses the techniques and strategies necessary to improve student achievement

Person Responsible

Silvia Tarafa

Schedule

Weekly, from 9/1/2017 to 6/6/2018

Evidence of Completion

Leadership Enrichment/Intervention Calendar, student resources/ tangibles, email correspondence

Action Step 3 `5`

Infuse close reading and higher order questioning strategies while utilizing rigorous texts that allow for evidence-based written responses

Person Responsible

Yaneysi Okyle

Schedule

Weekly, from 9/1/2017 to 6/6/2018

Evidence of Completion

lesson plans, student folders, resources, student engagement, teacher observation logs

Action Step 4 `5`

Provide support and monitor implementation of instructional strategies with a focus on the four core skills in all subjects and grade levels

Person Responsible

Silvia Tarafa

Schedule

Monthly, from 9/1/2017 to 6/6/2018

Evidence of Completion

lesson plans, student folders, resources, student engagement, teacher observation logs

Action Step 5 `5`

Utilize digital fluency and the most innovative digital tools and applications to move from modification to redefinition

Person Responsible

Yaneysi Okyle

Schedule

Quarterly, from 9/1/2017 to 6/6/2018

Evidence of Completion

staff sign-in sheet, agenda, instructional resources/handouts

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

Implementation of the District's Pacing Guide is monitored to ensure that the strategy is implemented as intended.

Person Responsible

Silvia Tarafa

Schedule

Daily, from 9/1/2017 to 6/6/2018

Evidence of Completion

student resources/tangibles, lesson plans, student folders, student engagement, teacher observation logs

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

Results of district assessment data reports and other class assignments are reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person Responsible

Silvia Tarafa

Schedule

Annually, from 9/1/2017 to 6/6/2018

Evidence of Completion

student folders, student engagement, teacher observation logs, results from all 2018 state assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M398938	Progress toward the goal is monitored through data disaggregation and through the administration of...	Tarafa, Silvia	9/1/2017	staff sign in sheets, agenda, email correspondence, data chats, results from all 2018 state assessments	6/6/2018 monthly
G1.B1.S1.MA1 🔍 M398936	Results of district assessment data reports and other class assignments are reviewed to ensure...	Tarafa, Silvia	9/1/2017	student folders, student engagement, teacher observation logs, results from all 2018 state assessments	6/6/2018 annually
G1.B1.S1.MA1 🔍 M398937	Implementation of the District's Pacing Guide is monitored to ensure that the strategy is...	Tarafa, Silvia	9/1/2017	student resources/tangibles, lesson plans, student folders, student engagement, teacher observation logs	6/6/2018 daily
G1.B1.S1.A1 🔍 A370584	Establish professional development opportunities supporting the Framework for Effective Instruction...	Perez, Teresa	9/1/2017	staff sign in sheet, agenda, instructional resources/handouts	6/6/2018 quarterly
G1.B1.S1.A2 🔍 A370585	Implement a School-wide Leadership Enrichment/Intervention Calendar during the Leadership/Extended...	Tarafa, Silvia	9/1/2017	Leadership Enrichment/Intervention Calendar, student resources/ tangibles, email correspondence	6/6/2018 weekly
G1.B1.S1.A3 🔍 A370586	Infuse close reading and higher order questioning strategies while utilizing rigorous texts that...	Okyle, Yaneysi	9/1/2017	lesson plans, student folders, resources, student engagement, teacher observation logs	6/6/2018 weekly
G1.B1.S1.A4 🔍 A370587	Provide support and monitor implementation of instructional strategies with a focus on the four...	Tarafa, Silvia	9/1/2017	lesson plans, student folders, resources, student engagement, teacher observation logs	6/6/2018 monthly
G1.B1.S1.A5 🔍 A370588	Utilize digital fluency and the most innovative digital tools and applications to move from...	Okyle, Yaneysi	9/1/2017	staff sign-in sheet, agenda, instructional resources/handouts	6/6/2018 quarterly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Students' difficulty drawing conclusions and using textually based evidence to support their responses

G1.B1.S1 Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in core curriculum areas

PD Opportunity 1

Establish professional development opportunities supporting the Framework for Effective Instruction and designed to identify the latest instructional strategies, innovative teaching techniques and/or new instructional materials that will lead to improvement in students' analytical writing, and higher order questioning strategies across the curriculum

Facilitator

Instructional Staff, Cecilia Reverte

Participants

Teachers

Schedule

Quarterly, from 9/1/2017 to 6/6/2018

PD Opportunity 2

Utilize digital fluency and the most innovative digital tools and applications to move from modification to redefinition

Facilitator

Department Heads

Participants

Teachers

Schedule

Quarterly, from 9/1/2017 to 6/6/2018

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Students' difficulty drawing conclusions and using textually based evidence to support their responses

G1.B1.S1 Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in core curriculum areas

TA Opportunity 1

Implement a School-wide Leadership Enrichment/Intervention Calendar during the Leadership/ Extended Homeroom period through all grades and content areas that addresses the techniques and strategies necessary to improve student achievement

Facilitator

Department Heads

Participants

Teachers

Schedule

Weekly, from 9/1/2017 to 6/6/2018

TA Opportunity 2

Infuse close reading and higher order questioning strategies while utilizing rigorous texts that allow for evidence-based written responses

Facilitator

Department Heads

Participants

Teachers

Schedule

Weekly, from 9/1/2017 to 6/6/2018

TA Opportunity 3

Provide support and monitor implementation of instructional strategies with a focus on the four core skills in all subjects and grade levels

Facilitator

Principal

Participants

Teachers

Schedule

Monthly, from 9/1/2017 to 6/6/2018

		VII. Budget				
1	G1.B1.S1.A1	**Establish professional development opportunities supporting the Framework for Effective Instruction and designed to identify the latest instructional strategies, innovative teaching techniques and/or new instructional materials that will lead to improvement in students' analytical writing, and higher order questioning strategies across the curriculum**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7055 - Young Womens Preparatory Academy			$0.00
			Notes: Notes			
2	G1.B1.S1.A2	**Implement a School-wide Leadership Enrichment/Intervention Calendar during the Leadership/Extended Homeroom period through all grades and content areas that addresses the techniques and strategies necessary to improve student achievement**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7055 - Young Womens Preparatory Academy			$0.00
			Notes: Notes			
3	G1.B1.S1.A3	**Infuse close reading and higher order questioning strategies while utilizing rigorous texts that allow for evidence-based written responses**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7055 - Young Womens Preparatory Academy			$0.00
			Notes: Notes			
4	G1.B1.S1.A4	**Provide support and monitor implementation of instructional strategies with a focus on the four core skills in all subjects and grade levels**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			7055 - Young Womens Preparatory Academy			$0.00
			Notes: Notes			
5	**G1.B1.S1.A5**	**Utilize digital fluency and the most innovative digital tools and applications to move from modification to redefinition**				**$0.00**
					Total:	**$0.00**