

Miami-Dade County Public Schools

# Young Men's Preparatory Academy



2021-22 Schoolwide Improvement Plan

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# Young Men's Preparatory Academy

3001 NW 2ND AVE, Miami, FL 33127

<http://ympa.dadeschools.net>

## Demographics

**Principal: Pierre Edouard**

Start Date for this Principal: 7/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: B (56%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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.

#### Provide the school's vision statement.

Young Men's Preparatory Academy seeks to deliver quality educational and leadership training to our community of learners with the goal of attracting, developing, and graduating a diverse group of future global leaders.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Edouard, Pierre	Principal	Educational leader of the school responsible for all aspects of the school: School Site Safety, Master Schedule, Building Maintenance, Human and Capital Resources, Budget, Monitor and Evaluate Employee and Staff
Menoutis, Jason	Assistant Principal	Principal's designee and assists the principal in all school-wide responsibilities, including school safety, supervision of all academic and elective areas, employee evaluations, master schedule, Title I, school-wide discipline, and testing.
Sierra, Rosa	Teacher, K-12	Responsible for planning and conducting all school-wide activities and extracurricular activities.
Wilson, Candice	Teacher, K-12	Responsible for classroom instruction of all middle school social studies students in grades 6 through 8 at Young Men's Preparatory Academy. Additionally, Ms. Wilson serves as the social studies department chairperson and provides ongoing instructional support to the social studies faculty.
Carter, Loris	Teacher, K-12	Responsible for all testing and assessments at Young Men's Preparatory Academy. Additionally, Dr. Carter is responsible for following procedures to ensure the accuracy and validity of all test scores, and to safeguard the security of the test content.

### Demographic Information

**Principal start date**

Monday 7/19/2021, Pierre Edouard

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

18

**Total number of students enrolled at the school**

193

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

3

**Demographic Data****Early Warning Systems****2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	13	33	38	40	26	22	20	192	
Attendance below 90 percent	0	0	0	0	0	0	2	11	9	15	11	7	2	57	
One or more suspensions	0	0	0	0	0	0	0	3	2	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	1	0	2	4	4	1	3	15	
Course failure in Math	0	0	0	0	0	0	0	7	15	14	10	3	7	56	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	6	3	11	5	2	5	34	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	4	3	8	4	3	5	30	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	12	15	20	0	0	0	50	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	2	10	10	14	12	6	7	61	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	1	0	0	4

**Date this data was collected or last updated**

Monday 7/19/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	33	50	38	29	28	21	20	219	
Attendance below 90 percent	0	0	0	0	0	0	11	10	13	11	8	2	8	63	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	2	4	4	1	3	0	14	
Course failure in Math	0	0	0	0	0	0	7	16	12	11	3	7	2	58	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	3	10	5	3	5	5	36	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	3	8	5	4	5	4	33	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	10	11	13	12	7	7	4	64	

#### The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	1	1	0	1	0	0	1	4	

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	59%	56%	42%	59%	56%
ELA Learning Gains				37%	54%	51%	49%	56%	53%
ELA Lowest 25th Percentile				35%	48%	42%	56%	51%	44%
Math Achievement				58%	54%	51%	39%	51%	51%
Math Learning Gains				58%	52%	48%	44%	50%	48%
Math Lowest 25th Percentile				64%	51%	45%	58%	51%	45%
Science Achievement				41%	68%	68%	37%	65%	67%
Social Studies Achievement				82%	76%	73%	61%	73%	71%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	32%	55%	-23%	55%	-23%
Cohort Comparison						
10	2021					
	2019	35%	53%	-18%	53%	-18%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	68%	0%	67%	1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	73%	14%	71%	16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	71%	6%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	63%	10%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	54%	-6%	57%	-9%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data below is Power BI as provided by Miami-Dade County Public Schools.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		44	
	Economically Disadvantaged		50	
	Students With Disabilities		40	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		60	
	Economically Disadvantaged		62	
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		62	
	Economically Disadvantaged		62	
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		33	
	Economically Disadvantaged		33	
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		50	
	Economically Disadvantaged		50	
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		84	
	Economically Disadvantaged Students With Disabilities English Language Learners		84	
			60	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	19			8						
ELL	27	31	21	12	5		54	67	14		
BLK	37	30	9	12	8	19	38	56	15	100	45
HSP	37	39	36	24	13	13	54	60	31	100	70
FRL	36	33	17	17	9	10	45	56	26	100	62

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	46		55							
ELL	33	39	21	56	48		41	69			
BLK	39	43	45	56	69	65	36	70	50		
HSP	39	33	21	58	43		50	93	79		
FRL	39	37	34	56	57	61	41	81	65		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	44	44		23	42						
ELL	26	45	60	33	50	73	18	30			
BLK	39	47	38	33	46	54	29	59	50		
HSP	47	52	76	50	45	73	45	65		80	
FRL	43	50	56	39	44	57	36	61	57	73	91

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

According to the data, student performance increased in Science, rising from 41% proficiency in 2019 to 46% proficiency in 2021. Language Arts achievement decreased slightly from 40% proficient in 2019 to 37% in 2021.

Performance trends decreased in the other assessed areas across grade levels, subgroups and core content areas. Mathematics experienced the greatest decrease as the upward trend over the three year period from 2017 to 2019, where student proficiency levels rose from 40% to 54% respectively, decreased in 2021 to 18%. The data also shows a significant decrease in social studies proficiency as the growth over the three year period from 2017 to 2019, where student proficiency rose from 69% in 2017 to 82% in 2019, decreased to 58% in 2021. Additionally, there was also a 14 percentage point increase in math proficiency over a three year period from 2017 to 2019, from 40% 2017 to 54% in 2019.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2020-21 Florida State Assessments, the area with the greatest need for improvement is mathematics. 6th, 7th and 8th grade mathematics show the greatest need as proficiency levels for these grade levels were at 11%, 7%, and 16%, respectively. Algebra I also demonstrated a need for improvement as student performance levels in this assessed area fell from 73% in 2019 to 17% in 2021.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement was the lack of relevant student data for appropriate placement of Middle School students into the Algebra I class and the lack of face-to-face instruction with students. Two year old data was utilized to place students into their mathematics classes. 7th grade students scoring at a level 3 or higher on their 5th grade mathematics Florida State Assessment were placed in Algebra 1. Additionally, virtual instruction provided via Microsoft Teams or Zoom restricted the levels of student monitoring and direct individual assistance which could be provided to students. To address this need for improvement, Young Men's Preparatory Academy has hired an Interventionist who will provide mathematics interventions for students in need. Interventions will include small group and individual pull-out instruction during student elective classes and push-in assistance during core mathematics courses. Focus will be given to students falling within the lowest quartile and to ESE students.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component showing the most improvement from the 2019 State Assessment to the 2021 State Assessment was 8th grade Science, rising from 19% in 2019 to 36% in 2021.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The greatest contributing factor to this improvement was the hiring of a Middle School Science teacher to teach the 8th grade science class. Additionally, Young Men's Preparatory Academy

implemented initiatives which promoted standards-based and data-driven instruction and improved classroom instruction.

**What strategies will need to be implemented in order to accelerate learning?**

Data-driven instruction, standards-based instruction, differentiated instruction, extended learning opportunities, and academic interventions.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development and growth opportunities will be provided throughout the year during school-site professional development sessions and faculty meetings. During the professional development and growth opportunities, instructional staff will participate in sessions focused on data-driven instruction, standards-based instruction, differentiated instruction, technology, and sharing of best practices.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Extended learning opportunities will be provided through academic tutoring and interventions, Saturday Academies, Spring Break Academy, and STEM/STEAM programs and activities.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

Student performance on the 2020-21 Florida State Assessments regressed in nearly all of the assessed areas. 8th grade Science improved from 19% in 2019 to 36% in 2021, a 17% increase. Language Arts remained relatively flat, decreasing from 40% in 2019 to 37% in 2021. The remaining assessed areas, Algebra 1, Biology, Civics, 6-8 Mathematics, and US History declined significantly. In addition to these regressions, decreases were seen in Mathematics Learning Gains and Learning Gains for Mathematics students lowest quartile to 11% and 15%, respectively. The leading contributing factor to these declines in student performance was the lack of individualized instruction which could be provided to students, as most instruction was provided either virtually or using a dual-modality methodology, where some students were directly in front of the instructor while the remainder of the class was online. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Data will be used to differentiate instruction, create groups, and monitor instruction.

**Measurable Outcome:**

Based on the 2020-21 Florida Standards Data, Mathematics students will receive direct, individualized instruction in the classroom using a Differentiated Instruction model whereby instruction is geared to meet their individual needs. Students will also receive additional remediation and instruction from the Interventionalist who will perform small group pullout sessions with students needing assistance. Focus will be given to those students falling within the lowest quartile to ensure their academic needs are met. As a result of these interventions, student overall mathematics achievement is expected to increase from 18% in 2021 to 25%.

The greatest growth is expected to be in Mathematics Learning Gains and Mathematics Learning Gains for the lowest quartile, from 11% to 25% and 15% to 30%, respectively.

**Monitoring:**

This area of focus will be monitored through consistent data review with students, teachers and administrators.

**Person responsible for monitoring outcome:**

Pierre Edouard (pr7056@dadeschools.net)

**Evidence-based Strategy:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Rationale for Evidence-based Strategy:**

Data of performance on standard based assessments, such as iReady, is used to create groups. Groups are established based on the criteria developed by the teacher, which can be based on either heterogeneous or homogeneous groups.

**Action Steps to Implement**

Differentiated instruction related professional development and growth activities will occur during faculty meetings throughout the entirety of the school year.

**Person Responsible**

Loris Carter (206842@dadeschools.net)

The School Leadership Team will conduct classroom walkthroughs to assess the implementation of differentiated instruction in all classrooms.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

The Administrative Staff will conduct quarterly Data Chats with instructors to determine student strengths and areas for improvement. Information gathered and shared through the Data Chats will determine Differentiated Instruction groupings within the classrooms.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

Instructional personnel will conduct quarterly Data Chats with students to educate students on their areas of strength and areas in need of improvement. Deficiencies will be addressed through weekly Differentiated Instruction activities in the classroom.

**Person Responsible** Jason Menoutis (jmenoutis@dadeschools.net)

Teachers will use Mid-year Assessment data as a guide for their differentiated instruction. Administrators will ensure MYA data is used as the guiding tool which drives DI.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.

**Measurable Outcome:** Geometry and ELA performance on the 2021 Florida State Assessments remained relatively flat as students scored 30% on the Geometry assessments and 37% on ELA assessments (6th Grade - 30%; 7th Grade - 40%; 8th Grade - 39%; 9th Grade - 39% and 10th Grade - 35%). Student ELA Learning Gains were at 35% while ELA Learning Gains for the Lowest Quartile were at 19%. Based on this data, students will be expected to demonstrate a five percent (5%) increase in the Geometry and ELA assessed areas, to 35% and 42%, respectively. ELA Learning gains are expected to increase to 40%, while Learning Gains for ELA students in the Lowest Quartile are expected to increase to 30%.

**Monitoring:** This area of focus will be monitored through consistent data review with students, teachers and administrators.

**Person responsible for monitoring outcome:** Pierre Edouard (pr7056@dadeschools.net)

**Evidence-based Strategy:** Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.

**Rationale for Evidence-based Strategy:** The rationale for selecting standards-aligned instruction is to make sure students and teachers will be kept on task/pace as they prepare for various assessments and improve academic performance. Standards-Aligned Instruction will ensure that all standards are covered throughout the school year.

**Action Steps to Implement**

Standards-Aligned Instruction related professional development and growth activities will occur during faculty meetings throughout the entirety of the school year.

**Person Responsible** Loris Carter (206842@dadeschools.net)

The School Leadership Team will conduct classroom walkthroughs to assess the implementation of Standards-Aligned Instruction in all classrooms.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

Instructional personnel will utilize District resources, including, but not limited to, the Year at a Glance and Pacing Guides, in the preparation of Lesson Plans. Lesson plans will incorporate Standards-Aligned activities to engage students in the lesson.

**Person Responsible** Jason Menoutis (jmenoutis@dadeschools.net)

Administrative staff will review Lesson Plans during formal and informal observations to ensure Standards-Aligned instruction is occurring.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

Lesson planning will be a topic of focus during faculty meetings. The school's Leadership Team will provide training and resources to ensure standards-aligned lesson plans and instruction.

**Person Responsible** Jason Menoutis (jmenoutis@dadeschools.net)

**#3. Culture & Environment specifically relating to Parent Involvement**

<b>Area of Focus Description and Rationale:</b>	Parental involvement has been a negative issue at Young Men's Preparatory Academy for many years. Not only has it been a struggle to promote parental involvement in the school, but the PTSA regularly consists of 3 members. The main issue is our school's families reside all over Miami-Dade County and most of our students rely on school-issued transportation. It is difficult for families to participate in school activities since they reside far from the school location.
<b>Measurable Outcome:</b>	Young Men's Preparatory Academy will increase its parental involvement in EESAC meetings, with the intended goal of increasing parental attendance by 2-3 parents per meeting.
<b>Monitoring:</b>	The EESAC Committee Chairperson will monitor the attendance for all EESAC meetings throughout the school 2021-22 year.
<b>Person responsible for monitoring outcome:</b>	Rosa Sierra (rsierra@dadeschools.net)
<b>Evidence-based Strategy:</b>	Parental involvement is the commitment from the student's parent or guardian for active participation to provide input for the school's improvement.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting parental involvement is students with involved parents are more likely to have increased academic performance and improved behavior in the school environment. Additionally, parental involvement enhances the community between all parents and school staff.

**Action Steps to Implement**

Young Men's Preparatory Academy will host several back to parent-related workshops school events, promoting parental involvement at the school. The Community Involvement Specialist will make constant parent contact promoting school involvement and providing parent volunteer opportunities.

**Person Responsible** Jason Menoutis (jmenoutis@dadeschools.net)

The EESAC Committee Chairperson will provide all parents with the EESAC meeting schedule and continue to contact parents regarding parental attendance in EESAC committee meetings. As part of the meetings, Young Men's Preparatory Academy will offer virtual access to all meetings to enhance parental involvement in EESAC meetings.

**Person Responsible** Rosa Sierra (rsierra@dadeschools.net)

Instructional staff and the Leadership Team will contact parents when students display at-risk behavior as related to academics, attendance and behavior.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

Administrative Staff will ensure communication sent to parents via School Messenger is translated into three languages: English, Spanish and Creole.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

Links will be created via Zoom to allow virtual parent participation at EESAC meetings.

**Person  
Responsible** Rosa Sierra (rsierra@dadeschools.net)



**#4. Leadership specifically relating to Walkthroughs**

**Area of Focus Description and Rationale:** Classroom walkthroughs help school administration gain an overall view of classroom instruction and student engagement throughout the school environment. It also allows for increased teacher support and monitoring of the SIP instructional practice areas of focus (differentiation and standards-aligned instruction).

**Measurable Outcome:** School administrators will participate in at least one daily walkthrough of each class at Young Men's Preparatory Academy. Based on prior year's data, students will demonstrate a five percent (5%) increase in the diagnostic, midyear and end of year assessments in both iReady and/or FSA for ELA and Geometry.

**Monitoring:** This area of focus will be monitored through consistent data review with students, teachers and administrators.

**Person responsible for monitoring outcome:** Pierre Edouard (pr7056@dadeschools.net)

**Evidence-based Strategy:** Walkthroughs are a tool used by leaders to informally gather evidence of standards-based instruction and desired student outcomes to identify areas of support needed by teachers.

**Rationale for Evidence-based Strategy:** Classroom walkthroughs allow for school leaders to gather informal data to identify areas for increased teacher support. As a result, student academic performance may increase in all subject areas due to the increased support in needed areas.

**Action Steps to Implement**

The School Leadership Team will conduct focused classroom walkthroughs to assess the need for enhanced teacher support and professional development offerings.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

The School Leadership Team will conduct walkthrough-related discussions to assess the instructional needs of the school. During faculty meetings, the School Leadership Team will provide professional development and growth opportunities based on the walkthrough observations.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

The Administrative Staff will conduct cross-curricular classroom walkthroughs with instructional staff to share best practices and build teacher capacity.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

The Administrative Staff will share best practices and data gathered through walkthroughs with instructional staff during Faculty Meetings.

**Person Responsible** Pierre Edouard (pr7056@dadeschools.net)

Post-walkthrough conferences will be conducted with the Leadership Team to identify best practices which will be shared during faculty meetings.

**Person Responsible** Jason Menoutis (jmenoutis@dadeschools.net)

Post-walkthrough conferences will be conducted with the Leadership Team to identify best practices which will be shared during faculty meetings.

**Person Responsible** Jason Menoutis (jmenoutis@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The school culture and environment area of focus of parent involvement will be monitored through the lens of behavior data by consistently reviewing the total reported suspension data for Young Men's Preparatory Academy. By increasing the parental involvement at the school, Young Men's Preparatory Academy is aiming to improve the academic and behavioral performance of all students.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs and our Pride Pack Mentoring Program. Staff are provided opportunities to take part in team building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholders through our bi-weekly newsletter, our Teams page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00