Miami-Dade County Public Schools

Young Men's Preparatory Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (55%) 2018-19: C (53%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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 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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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
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.
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 UTD Building Steward, social studies department chairperson, and provides ongoing instructional support to the social studies faculty.

Demographic Information

Principal start date
Friday 7/15/2022, Pierre Edouard

Number of teachers with a 2022 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 2022 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.*

1

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

158

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	23	23	29	31	23	17	19	165
Attendance below 90 percent	0	0	0	0	0	0	3	1	5	2	2	0	1	14
One or more suspensions	0	0	0	0	0	0	0	6	6	4	8	0	0	24
Course failure in ELA	0	0	0	0	0	0	2	5	8	3	10	4	0	32
Course failure in Math	0	0	0	0	0	0	1	9	6	2	6	2	2	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	3	10	12	7	11	5	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	9	10	7	13	7	0	48
Number of students with a substantial reading deficiency	0	0	0	0	0	0	6	12	16	12	15	8	1	70

Using the table above, complete the table below with the number of students by current grade level who have 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	14	12	7	16	5	0	56

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	0	1	0	0	0	3

Date this data was collected or last updated

Monday 8/29/2022

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	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

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	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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	1	0	1	0	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	54%	51%				40%	59%	56%
ELA Learning Gains	51%						37%	54%	51%
ELA Lowest 25th Percentile	46%						35%	48%	42%
Math Achievement	34%	42%	38%				58%	54%	51%
Math Learning Gains	58%						58%	52%	48%
Math Lowest 25th Percentile	63%						64%	51%	45%
Science Achievement	49%	41%	40%				41%	68%	68%
Social Studies Achievement	82%	56%	48%				82%	76%	73%

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

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
2022					
2019	68%	68%	0%	67%	1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	73%	14%	71%	16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	71%	6%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	63%	10%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	54%	-6%	57%	-9%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	40		18	60						
ELL	23	52	45	19	59		60	75			
BLK	49	59	44	30	58	50	43	80	29	100	40
HSP	40	47	55	35	60	77	57	82	46		
FRL	42	50	44	33	58	62	52	79	33	100	35

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, 2022 student performance on the Florida State Assessments (FSA) increased in ELA, rising from 31% proficiency in 2021 to 42% proficiency. Student performance on the Mathematics FSA also increased, rising from 17% proficiency to 31% proficiency. Finally, student performance on the Social Studies End-of-Course (EOC) exams also increased, rising from 57% proficiency to 76% proficiency. 2022 student performance on the Science EOC's decreased, dropping to 39% from 49% in 2021.

Performance trends increased in most assessed areas across grade levels, subgroups and core content areas. Social Studies experienced the greatest increase as the upward trend moved closer to the pre-pandemic peak of 82% which was achieved in 2019. Mathematics data, while showing an increase, remains a concern as 2022 proficiency levels were 23% below student performance levels in 2019. 2022 trend data for student performance in Biology continued to decline from a peak of 68% in 2019 to 63% in 2021 to 38% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2021-2022 Florida State Assessments, the area with the greatest need for improvement is Mathematics. 2022 student proficiency levels in Mathematics are 15% below District averages, 42% for the school as compared to 57% for the District, and are 23% lower than they were in 2019, 31% in 2022 as compared to 54% in 2019. The primary Mathematics component associated to this decrease is Algebra I, which decreased from 73% in 2019, to 17% in 2021 to 32% in 2022. Another area demonstrating a need for improvement is Biology. Trend data for student performance in Biology has steadily decreased from a peak of 68% proficiency in 2019, to 63% in 2021, to 38% in 2022.

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

The greatest contributing factor to this need for improvement was the lack of direct instruction from Certified Instructors during the 2021-22 academic year. During the school year, the Algebra I instructor fell ill and was required to take a medical leave for nearly one-half of the school year. In addition to this loss, the school's Biology instructor retired at the beginning of the school year and the school was unable

to identify and hire a replacement Biology instructor. As a result of these absences, Algebra students were placed with substitute teachers for one-half of the academic year while Biology students ultimately enrolled in virtual classes to complete the Biology course.

To address this need for improvement, the Algebra I instructor has returned from the medical leave and Young Men's Preparatory Academy has identified and hired a Certified instructor to teach Biology. Additionally, a Mathematics Interventionist has been hired 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 2022 state assessments, showed the most improvement?

The data components which showed the most improvement were in Social Studies. 2022 student performance data show improvement in both Social Studies areas which were assessed. Student performance on the 7th Grade Civics EOC improved from 60% proficiency in 2021 to 73% proficiency in 2022. Similarly, student performance on the 11th Grade US History EOC improved from 53% proficiency in 2021 to 80% proficiency in 2022.

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

The contributing factors to these improvements were the ability to provide direct instruction, as opposed to virtual or online instruction, and initiatives implemented at the school which promoted standards-based and data-driven instruction.

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

The strategies that will need to be implemented in order to accelerate learning are 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.

The additional services that will be implemented to ensure sustainability and improvement include extended learning opportunities through academic tutoring and interventions, Saturday Academies, Spring Break Academy, and STEM/STEAM programs and activities.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to staff morale.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School Culture data collected from the 2022 Climate Survey indicated that the approval rating of the overall school morale had declined to 17%. This percentage was a decrease from an approval rating of 69% in 2020 and 40% in 2021. In addition to this, there was a significant drop in the percentage of staff members who indicated that they enjoyed coming to work. The percentage of staff members indicating they enjoyed coming to work in 2022 was 33% compared to 70% in 2021 and 100% in 2020.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of staff incentives and added extra-curricular activities for faculty and staff members, overall staff morale is expected to increase by 25 percentage points to an approval rating of 50% by the end of the 2022-23 academic year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Faculty and Staff meetings will begin with an opportunity for connection. Quarterly surveys will be created to monitor effectiveness of activities designed to improve culture and the learning environment. Surveys will also be used to identify areas of need as determined by faculty and staff members. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.
Person responsible for monitoring outcome:	Pierre Edouard (pr7056@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of Staff Incentives, monthly recognitions will occur during faculty meetings along with the identification of a "Teacher of the Month" who will be selected by a committee of teacher peers. Monthly birthday recognitions and incentives will be provided for staff members who have received Regional, District, or State recognitions or who have exceeded expectations. Announcements will also be made weekly to recognize and praise staff members for their achievements.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	The rationale for selecting this specific strategy is to give staff members the opportunity to provide their input towards recognizing their peers and to also provide staff members a forum to share ideas towards the achievement of this focus area. We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

**selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the
person responsible for monitoring each step.

8/23/22, 9/6/22 and 10/11/22 - Monthly faculty meeting birthday recognitions and incentives will be
provided for staff members who have received Regional, District, or State recognitions or who have
exceeded expectations. Announcements will also be made weekly to recognize and praise staff members
for their achievements.

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

8/17/22 - 9/21/22 - Incentives will be provided for staff to participate in extra-curricular activities which will
build cohesiveness and bonds with peers and the school. Incentives will include gift cards and
recognitions for the faculty or staff member who contributes most to improving the climate and
environment during the previous month.

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

8/26 and 9/23 - staff celebrations in Wynwood to recognize and reward faculty and staff members for their
contributions to the school's well being, as a result faculty and staff will feel a sense of cohesiveness with
one another.

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

8/17/22 - 9/21/22 - Quarterly surveys will be created and reviewed by the administration to monitor
effectiveness of activities and to determine areas of need as determined by faculty and staff members.

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

10/24/22 - 01/20/23 - Data Chats will be held with faculty members to identify teachers needs and ways in
which the administration can improve support for teachers. As a result, administration will receive direct
input from stakeholders and address their wants and needs.

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

11/18/22 and 12/22/22 - Staff celebrations will be held to recognize Thanksgiving and the winter holiday
season. As a result, faculty and staff will continue to bond and build cohesiveness with one another.

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

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Faculty and staff members feel disconnected to leadership and decisions related to support systems at the school. Results from the 2022 School Climate Survey indicated staff concerns in areas related to Resources and Support Systems. 92% of staff members did not feel the Principal was supportive of teachers, however 50% of staff members felt the Principal was concerned and supported them individually. 57% of staff members indicated they felt satisfied with their career at the school. 66% of staff members ultimately indicated they did not like working at the school. The results of the School Climate Survey were evident in the morale at the school. Staff members had low morale which led to excessive staff absences, low student performance on State Assessments and low student morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In order to improve morale, measures will be put in place to recognize and reward staff members and to improve faculty and staff involvement in decisions involving the staff. As a result of these activities, it is expected that 90% of the staff will have 10 or fewer absences for the school year and the end-of-year School Climate Survey will identify a minimum of 75% of the faculty indicating that they enjoy being at the school.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Staff and teachers will be monitored for attendance and be provided opportunities to be part of the decision-making process thus feeling involved and part of the team. Attendance will be monitored daily via the Miami-Dade County Public School's District Sign-In application. Tallies will be made at the end of each month and grading period and staff members with perfect attendance will be recognized. The Administration will also monitor weekly, monthly and quarterly staff contributions to school decisions and policies and will provide monthly and quarterly recognitions to staff members for their contributions.
Person responsible for monitoring outcome:	Pierre Edouard (pr7056@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will focus on the evidence based strategy of: Involving Staff in Important Decision Making. Staff and teachers will be recognized for their attendance and for contributions to the emotional, financial and academic enhancement of the school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Faculty and staff members feel underappreciated for their efforts and contributions to the school. This led to an increased amount of staff absences during the 2021-22 academic year. As a result, the overall morale and climate at the school dropped. Involving Staff in Important Decision Making allows staff members to gain professional and personal stake in the school and its overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/17 - 10/14 - Incentives will be created to reward faculty members who promote a positive culture by providing input during faculty and staff meetings, participating and organizing activities for staff members, and creating an overall positive work environment.

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

8/17 - 10/14 - The principal will meet individually with every staff member to identify and address staff member's professional, academic and social needs and concerns. As a result, staff will feel that their input is valuable to the principal.

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

8/17 - 10/14 - Faculty and staff members that spearhead extra-curricular activities with the students, such as organizing trips, sales or event. As a result, staff demonstrate leadership in their school.

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

8/17 - 10/14 - Faculty and staff will be recognized and rewarded for contributions related to school site decisions and for perfect attendance during each quarter. As a result, staff members will take on more leadership roles at the school.

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

10/24/22 - 01/20/23 - The principal will meet individually with staff membres to assess the first quarter of the academic year. the principal will address staff member concerns and will solicit feedback for improvement during the second quarter of the academic year. As a result, staff input will be valued and implemented during the second grading period of the year.

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

10/24/22 - 01/20/23 - Staff members will be given opportunities to sponsor YMPA Troops. Sponsors will meet monthly with their Troops and participate in monthly challenges with competing Troops. As a result, Troop sponsors will take on leadership roles within the school and participate in friendly competitions which will provide them with leadership opportunities build comradery within the staff.

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

#3. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student engagement is critical to the school as there is a direct correlation between engagement and the student's academic performance and connection to the school. Student responses on the 2022 School Climate Survey indicated that students were concerned about activities directly related to their learning. 64% of students responded unfavorably when asked if their teachers made them want to learn. Closely related, 63% of students disagreed that their teachers made learning fun and interesting. 65% of students also disagreed that teachers gave meaningful homework to help them learn. As a result of their responses, 74% of students were either neutral or responded negatively when asked if they liked coming to the school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-23 school year, we expect the student response on the end-of-year School Climate Survey to indicate a 45 percentage point improvement related to student's responses to teaching and learning. Student response specifically to whether or not they like coming to the school is expected to be at least 70% favorable.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Pre- and post- surveys will be conducted during the course of the school year to identify student academic and social needs and to determine whether or not those needs are being met. Class meetings are monitored by the homeroom teachers and will be held during homeroom sessions in group settings to address the students needs.
Person responsible for monitoring outcome:	Pierre Edouard (pr7056@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The administration and leadership team will focus efforts on building School Spirit, Pride and Branding. The master schedule has added a homeroom section to increase student engagement and participation in school activities. Schoolwide activities have been planned in order to increase student interest, and more challenging courses have been added as choices for student participation. Club offerings will also be increased as will the opportunity to participate in educational field trips.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, or participation in unique school traditions We will include interdisciplinary activities to promote cross-curricular interaction with our core academic and elective courses.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/17/22 - 10/14/22 Numerous field trips are being planned in order to promote student interaction and improve morale. Field trips are scheduled to local colleges, universities, zoos and museums to promote cultural diversity and appreciation. As a result, students participated in the planning to encourage student leadership.

Person Responsible	Rosa Sierra (rsierra@dadeschools.net)

08/31/22 - Student lead "Troops" will be created where the seniors are leaders and are responsible for the students in the grades below them. The Troops will meet monthly and and have challenges, competitions and bonding experiences.

Person Responsible	Rosa Sierra (rsierra@dadeschools.net)

08/17/22 - 09/21/22 - Increase Clubs offerings by at least 20% and encourage all students to participate in at least one school sponsored club. The clubs meet once a month during the day and anytime after school. Some of the clubs are National Honor Society, Chess, Gaming, Green Club, GSA, SGA, Mental Health, Peer Counseling, etc.

Person Responsible	Rosa Sierra (rsierra@dadeschools.net)

08/17/22 - 10/14/22 - Increase fundraising activities in order to assist with fees and charges for field trips and other student related activities. As a result, students are earning their right to participate.

Person Responsible	Rosa Sierra (rsierra@dadeschools.net)

10/28/22 and 12/22/22 - Activities are planned to engage YMPA students with our sister school Young Womens Preparatory Academy. Activities include a Salsa Night which will be held at Young Men's Preparatory in October and a Field Day which will be held in December. As a result of these activities, YMPA student pride in their school will increase as they will participate and engage in activities with one another and with students from Young Womens Preparatory.

Person Responsible	Rosa Sierra (rsierra@dadeschools.net)

01-24-23 - 01-26-23 - College trip is scheduled to visit the following Florida colleges and universities: Florida State University, Florida A7M University, University of Florida, University of Central Florida and the University of South Florida. The trip is designed to peak students' interest in attending colleges or universities away from home and to promote social interaction amongst the students while away from the school setting. As a result of participating in the trip, student bonding and morale is expected to improve.

Person Responsible   Rosa Sierra (rsierra@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Students With Disabilities Subgroup achieved a 27% proficiency ranking on the 2022 ELA Florida Standards Assessments. While this showed an improvement from the 13% proficiency which was achieved on the 2021 ELA Assessments, the 2022 SWD subgroup's performance was lower than that of the school, District and State. This subgroup also struggled with Mathematics, as they achieved an 18% proficiency level on the 2022 Mathematics Florida Standards Assessments. This proficiency level represented an improvement from the previous year, as the school's mathematics proficiency performance on the 2021 Mathematics FSA was 8%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 academic year, the SWD subgroup will perform at at 41% proficiency level, or higher, on the new F.A.S.T. Reading (ELA) and Mathematics assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored throughout the year using various assessments and tools which include, but are not limited to, the following: Instructor created assessments, District Topic Assessments, District Mid-Year Assessments, iReady, and the F.A.S.T. Progress Monitoring Assessments.
Person responsible for monitoring outcome:	Loris Carter (206842@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this Area of Focus is Progress Monitoring. The continuous monitoring of student performance on District and State assessments will allow instructors to identify student strengths and weaknesses on topics as they are covered in classes and will allow instructors to address specific areas of need.
Rationale for Evidence-based Strategy: Explain the rationale for	Data collected from progress monitoring tools will allow instructors to identify specific topics which Students With Disabilities are struggling and which need to be retaught. The data will also provide instructors with the information needed for grouping of students to provide the targeted instruction based on the student's needs.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/17/22 - 10/14/22 - The Test Chairperson will provide ELA and Mathematics teachers with a testing calendar and schedule for all Progress Monitoring, Topic Assessment and Mid-Year Assessment windows and will ensure that these assessments are given within the designated dates. Results from these assessments will be shared with the instructors as well as with the school's administration. As a result, all stakeholders will be aware of the students' strengths and weaknesses.

Person Responsible	Loris Carter (206842@dadeschools.net)

08/17/22 - 10/14/22 - Instructors will utilize data to identify and target student weaknesses and topics and will share their data with the school's Reading Coach and the Mathematics Interventionist. As a result, the Reading Coach and Mathematics Interventionist will have a focus to prepare for students.

Person Responsible	Pierre Edouard (pr7056@dadeschools.net)

08/29/22 - 10/14/22 - The Reading Coach and the Mathematics Interventionist will conduct push-in and pull-out sessions with students within the SWD subgroup and will target the identified weaknesses and topics during these meetings. As a result, students will be given additional assessments to determine their understanding of the topics which have been reviewed.

Person Responsible	Pierre Edouard (pr7056@dadeschools.net)

09/06/22 - 10/14/22 - The ESE Specialist will conduct monthly consultative meetings with ESE students, monitoring progress in classes and focusing on ELA and Mathematics. Progress and concerns will be shared with parents, instructors, support personnel and the administrative staff. As a result, SWD students showing improvement and progress will be provided with rewards as incentives for continued growth.

Person Responsible	Jose Montes (josemontes@dadeschools.net)

10/24/22 - 01/20/23 - The Principal will hold Data Chats with instructional personnel and will focus on the progress of ESE students in their courses. As a result of these meetings, strategies will be identified to ensure progress for the ESE students.

Person Responsible	Pierre Edouard (pr7056@dadeschools.net)

10/24/22 - 01/20/23 - A portion of the monthly faculty meetings will be devoted to the ESE department and the ESE students. Instructors will share strategies which they are using in their classrooms with the faculty. As a result, best practices will be shared with faculty members which will be incorporated into their classes to help improve performance of ESE students.

Person Responsible	Pierre Edouard (pr7056@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our Strengths within School Culture are in Safety and Order, Leadership and Relationships, and Teaching, Learning and Assessment. Our school creates experiences throughout the year to engage with stakeholders and families and ensures they have necessary information to support their children. Staff are provided opportunities to take part in activities decision making processes. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders. We also ensure information is provided to all stakeholder through SchoolMessenger phone calls and emails, newsletters and our school website.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Activities Director, Magnet Lead Teacher, Counselor and Teacher Leaders (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 Principal will also monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders 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