

Miami-Dade County Public Schools

Young Men's Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	0

Young Men's Preparatory Academy

3001 NW 2ND AVE, Miami, FL 33127

<http://ympa.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 Employees 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.
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.
Sierra, Rosa	Teacher, K-12	Responsible for planning and conducting all school-wide activities and extracurricular activities.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders provide input to the SIP development via their participation in various meetings where the SIP is reviewed and addressed. These meetings include Leadership Team meetings, Faculty and Staff meetings and EESAC meetings. Input from meeting attendees is discussed and voted upon for inclusion to the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is monitored regularly during Leadership, Faculty and Staff, and EESAC meetings. Updates are made on a quarterly basis to assess progress made towards the SIP goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	2	2	2	6	
One or more suspensions	0	0	0	0	0	0	0	2	0	2	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	2	0	5	
Course failure in Math	0	0	0	0	0	0	1	4	6	11	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	6	5	16	
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	2	4	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	11	10	10	31	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	4	6	7	17	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	3	1	5	14	
One or more suspensions	0	0	0	0	0	0	0	6	6	24	
Course failure in ELA	0	0	0	0	0	0	2	5	8	32	
Course failure in Math	0	0	0	0	0	0	1	9	6	28	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	10	12	48	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	9	10	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	6	12	16	70	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	14	12	56

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	2	2	2	6
One or more suspensions	0	0	0	0	0	0	0	0	6	6	12
Course failure in ELA	0	0	0	0	0	0	0	2	5	8	15
Course failure in Math	0	0	0	0	0	0	0	1	9	6	16
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	10	12	25
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	9	10	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	6	12	16	34

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	14	12	28

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	55	50	44	54	51	37		
ELA Learning Gains				51			35		
ELA Lowest 25th Percentile				46			19		
Math Achievement*	46	43	38	34	42	38	18		
Math Learning Gains				58			11		
Math Lowest 25th Percentile				63			15		
Science Achievement*	43	62	64	49	41	40	46		
Social Studies Achievement*	89	69	66	82	56	48	58		
Middle School Acceleration	60			37	56	44	25		
Graduation Rate	80	89	89	100	56	61	100		
College and Career Acceleration	50	70	65	40	67	67	61		
ELP Progress	25	49	45	33			38		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	12
Percent Tested	98
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	2	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	61			
HSP	51			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	46			
AMI				
ASN				
BLK	53			
HSP	53			
MUL				
PAC				
WHT				
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			46			43	89	60	80	50	25
SWD	18			40							2	
ELL	25			46			31	70			5	25
AMI												
ASN												
BLK	54			40			45	87		45	6	
HSP	44			50			41	89			5	31
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	51			44			52	88		53	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	51	46	34	58	63	49	82	37	100	40	33
SWD	27	40		18	60							
ELL	23	52	45	19	59		60	75				33
AMI												
ASN												
BLK	49	59	44	30	58	50	43	80	29	100	40	
HSP	40	47	55	35	60	77	57	82	46			27
MUL												
PAC												
WHT												
FRL	42	50	44	33	58	62	52	79	33	100	35	27

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	35	19	18	11	15	46	58	25	100	61	38
SWD	13	19		0	8							
ELL	27	31	21	12	5	0	54	67	14			38
AMI												
ASN												
BLK	37	30	9	12	8	19	38	56	15	100	45	
HSP	37	39	36	24	13	13	54	60	31	100	70	40
MUL												
PAC												
WHT												
FRL	36	33	17	17	9	10	45	56	26	100	62	38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	18%	54%	-36%	50%	-32%
07	2023 - Spring	53%	50%	3%	47%	6%
08	2023 - Spring	50%	51%	-1%	47%	3%
09	2023 - Spring	50%	51%	-1%	48%	2%
06	2023 - Spring	60%	50%	10%	47%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	58%	-13%	54%	-9%
07	2023 - Spring	53%	48%	5%	48%	5%
08	2023 - Spring	67%	59%	8%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	59%	40%	19%	44%	15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	56%	6%	50%	12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	52%	-22%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	65%	-36%	63%	-34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	68%	16%	66%	18%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	66%	28%	63%	31%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component which showed the lowest performance was 10th grade FAST ELA. This data was surprising as students had previously performed better on assessments leading to the the final assessment. Data shows that this group of students have traditionally struggled with the ELA FSA, scoring at proficiency levels of 275, 35%, and 36% in 2019, 2021 and 2022, respectively. Contributing factors to these results are that there were few students who took the assessments (22), this group of students have traditionally struggled with the ELA assessemnts, and they did not take the assessment as seriously as they should have.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component which showed the greatest decline from the prior year was 10th Grade FAST ELA, which scored at 18% proficient, a 50% decline from the previous year's 36% proficiency on the ELA FSA. Contributing factors to the results are that this group of students have traditionally struggled with the ELA assessemnts and they did not take the assessment as seriously as they should have.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component which had the greatest gap when compared to the state average was Biology. YMPA students had a 29% proficiency rate as compared to 63% for the state, a difference of 34%. Potential factors which may have contributed to this gap include the fact that the Biology instructor is the sole Biology instructor in the school and that he was a first year teacher. Biology assessment scores

have decreased during the past two assessments due to the fact that there was no face-to-face instruction with students in 2022 and the instructor during the 2023 academic year was in his first year teaching.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component which showed the most improvement was 6th grade FAST ELA. This group achieved a 60% proficiency level as compared to a 26% proficiency level in 2022, an increase of 34%. A contributing factor to this increase is a change in the instructor. A Reading Coach was added to the faculty at the beginning of the school year and took over the Middle School classes a few days before the Winter Recess. Students responded well to her teaching style and performed better on the required ELA assessments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern are 10th grade ELA and Biology. Both areas are core subjects and both have shown a regression this year. 10th grade ELA is concerning as this group demonstrated the greatest decline during the 2023 assessment period. This group scored at an 18% proficiency level on the 2023 ELA assessment, a decrease of 18% from the 36% proficiency level they achieved on the 2022 10th Grade ELA assessment. Biology is the second area of concern as the Biology proficiency rate dropped from 38% in 2022 to 29% in 2023, a decrease of 9%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement during the 2023-2024 academic year will be Biology, 10th Grade ELA and Geometry. These were the lowest performing areas during the 2023 assessment period and each of these categories performed below District and State averages.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment as related to student recruitment and retention is critical as the school attempts to increase and maintain its enrollment. Young Men's Preparatory Academy's enrollment is currently below 50% of its enrollment capacity. A review of the school climate survey results shows that 57% of students responded unfavorably when asked if they liked coming to the school. Students also responded unfavorably (51%) to each of the following prompts: My teachers make learning fun and interesting , and I like the choice of classes I have at this school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome the school plans to achieve as a result of this focus is for over 50% of student respondents to respond favorably on the 2023-24 School Climate Survey to questions regarding whether or not they liked coming to the school, if their teachers made learning fun and if they liked their choice of classes they had at the school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school's Leadership Team will spearhead this effort, led by the Principal. The Principal will add course offerings which are appealing to the students. The Principal will also petition the District to add Young Men's Preparatory Academy to District organizations such as the 5000 Role Models. Activities will be identified to engage students and get their participation. The Activities Director will schedule club activities and monitor student participation to determine effectiveness of these efforts.

Person responsible for monitoring outcome:

Pierre Edouard (pr7056@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Young Men's Preparatory will celebrate successes. Student and staff accomplishments will be given special recognition and will be publicly celebrated to allow for encouragement from all stakeholders. By showing the connection between effort and achievement, students and staff will see the importance of effort and allow them to change their beliefs to emphasize it more. Recognition will reinforce and strengthen positive emotions from students and staff, resulting in an improvement in the school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected in order to increase student participation in school activities and to engage students in the school. By improving the student's engagement in the school, students will develop a greater sense of pride in the school, which should result in a greater retention rate of students and higher school morale and pride.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 - Electives will be added to course offerings to provide students with a greater variety of classes to choose from. Additional clubs and activities will also be made available to engage students in school activities.

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

By When: September 29, 2023

8/17 - 9/29 Students will be recognized for their accomplishments in academics, attendance, club activities and school-wide competitions. Recognitions will occur during morning and afternoon announcements and during the end-of-quarter awards assembly.

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

By When: September 29, 2023

8/17 - 9/29 Faculty and Staff will be recognized for their accomplishments during faculty meetings and over the PA system during morning and afternoon announcements.

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

By When: September 29, 2023

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

State assessment data for the Biology End-of-Course exam has shown a three regression since 2021. The Biology EOC proficiency rates dropped from 63% in 2021 to 38% in 2022 to 29% in 2023. As a result of these drops, the school's Science proficiency percentages have dropped from 49% in 2021 to 43% in 2023.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student proficiency performance on the Biology End-of-Course exam is expected to increase by a minimum of eleven percentage points to 40%, as measured by the 2023-24 Biology EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by various assessments which will be given during the course of the year. These assessments include, but are not limited to, Pre and Post Tests, Instructor Assessments, District Topic Assessments, and Mid-Year Assessments.

Person responsible for monitoring outcome:

Pierre Edouard (pr7056@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Biology instructor is a new instructor who is now beginning his second year teaching. Resources to assist the instructor will be invaluable in his development as a new teacher. As a result of the interventions and improved teaching practices, student proficiency on the Biology End-of-Course exam is expected to improve.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 - A Biology professional will be identified to assist and work with the Biology instructor.

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

By When: September 29, 2023

8/17 - 9/29 - Classroom walkthroughs will be ongoing to ensure teaching and learning are occurring. Look-fors during the walkthroughs will include, but are not limited to, student engagement, differentiated instruction, teacher knowledge, use of technology, student talk, and assessments.

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

By When: September 29, 2023

8/17 - 9/29 - Data chats will be held with the Biology instructor to gauge teacher and student progress and modify as applicable.

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

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Young Men's Preparatory Academy staff level data shows an alarming trend of percentage of staff members with increased absences during the past three years. 11% of staff members had ten or more absences in 2019-20 as compared to 25% in 2021-22 and 33% in 2022-23. The data shows that nearly a third of the staff had ten or more absences during the past year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Staff members with ten or more absences during the 2023-24 academic year are expected to decrease to 25%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by reviewing the school's sign-in sheets weekly.

Person responsible for monitoring outcome:

Pierre Edouard (pr7056@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Attendance initiatives will be given to help improve faculty and staff attendance. Initiatives will include close monitoring of absences, referrals to internal agencies for assistance, and incentives for perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy will provide preventive measures while also providing a mechanism to identify potential attendance issues early. This strategy will also provide assistance to staff members when attendance concerns are identified.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 - 9/29 - Weekly monitoring of staff attendance.

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

By When: September 29, 2023

8/17 - 9/29 - Referrals to District's Employee Assistance Program for staff members accumulating over 10 absences.

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

By When: September 29, 2023

8/17 - 9/29 - Recognition and rewarding staff members who have perfect attendance during faculty meetings, morning and afternoon announcements, and awards ceremonies.

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

By When: September 29, 2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities (SWD) scored below 41% on the 2023 FAST ELA and Science EOC. This group was the lowest performing demographic subgroup on these assessments. The SWD subgroup scored at a 7% proficiency level on the ELA FAST, as compared to 52% for Black students, 40% for Hispanic students and 32% for English Language Learners (ELL). The SWD subgroup scored at a 27% proficiency level Science EOC as compared to 45% for Black students, 39% for Hispanic students and 34% for ELL students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with Disabilities will be expected to perform at a minimum of 20% proficiency on the 2024 ELA FAST and a minimum of 35% on the Science EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walkthroughs, conversations with the Science instructors, classroom assessments and District Topic Assessments.

Person responsible for monitoring outcome:

Pierre Edouard (pr7056@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing Differentiated Instruction, teachers will utilize data to identify students individual deficiencies and prepare lessons that will provide remediation to specifically target the individual deficiencies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 - 9/29 - Data chats will occur with instructors to ensure data is used to determine Differentiated Instruction (DI) groups and guide instruction.

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

By When: September 29, 2023

8/17 - 9/29 - Topic assessment data will be disaggregated and reviewed with administration and the Science teachers.

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

By When: September 29, 2023

8/17 - 9/29 - Classroom walkthroughs will occur to ensure students are grouped appropriately to address their individual deficiencies. Classroom walkthroughs will also ensure DI is ongoing.

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

By When: September 29, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Information regarding the School Improvement Plan is shared with stakeholders through various outlets. In addition to being posted on the school's website, the SIP is discussed during the school's annual Title I meeting and is reviewed at every EESAC meeting. The SIP is also reviewed during monthly faculty and leadership team meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Young Men's Preparatory Academy hosts functions and activities throughout the year to build positive relationships with parents, families and community stakeholders. Activities to which parents are invited include, but are not limited to, EESAC meetings, College Night, FAFSA Night, Donuts with Dads, Honor Roll awards ceremonies, and Winter and Spring Band concerts. The school's Parent and Family Engagement Plan can be found on the YMPA website at www.ympacademy.org under the Parents tab.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Young Men's Preparatory Academy will continue to strengthen the academic program by focusing on areas with a demonstrated need. A Mathematics Interventionist has been hired to work with students struggling with math. Additionally, YMPA will hire a Reading Coach to assist students who have not demonstrated proficiency in Reading. Biology has been identified as a Area of Focus and support will be provided to assist the Biology teacher. YMPA is on a block schedule which allows instructors to create

lesson plans which allow for differentiated instruction, where students receive instruction specific to allow for enrichment or remediation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students exhibiting behaviors requiring counseling services are identified by faculty and staff members and are referred to the school counselor and/or to the school's mental health coordinator for services. Students meet with the counselor and/or mental health coordinator to address the students needs. Students needing additional services are paired with a mentor teacher who provides guidance and additional support during the course of the year. The school also works with parents who request additional mental health and counseling services for their children. These services are often scheduled to occur on a repetitive basis with the counselor and/or mental health coordinator.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students enrolled at Young Men's Preparatory Academy have the opportunity to earn industry certification in the field of technical education, specifically digital and video editing. Students begin earning certifications as early as the sixth grade. Industry certification is earned in Adobe Photoshop and Adobe Premier Pro. In addition to industry certification, students have the opportunity to earn college credits through Advanced Placement and Dual Enrollment courses. Eligible students begin earning Dual Enrollment credits as early as the eighth grade and have the opportunity to graduate with as many as twenty-four college credits and an Associates degree.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Young Men's Preparatory Academy follows the District's Code of Student Conduct and implements a progressive discipline plan to prevent and address problem behavior and reward desired behaviors. The school identifies and rewards behaviors through various outlets including, but not limited to, Do the Right Thing, Values Matter and individual recognitions.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Faculty and staff are exposed to professional development activities throughout the year. Instructional personnel are required to attend professional development activities at least twice during the year on District mandated Professional Development Days. In addition to these activities, professional development activities are developed and offered to faculty and staff members by the school's PD Liaison, who is a member of the school's Professional Learning Support Team (PLST). Data Chats are conducted between administration and instructional staff on a quarterly basis to review student performance and progress. Instructional staff, in turn, conduct data chats with their students to review the student's status in the course and to focus on learning goal progress and how to achieve the goal.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A