

# Young Men's Preparatory Academy



2014-15 School Improvement Plan

## Young Men's Preparatory Academy

3001 NW 2ND AVE, Miami, FL 33127

<http://ympa.dadeschools.net>

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

85%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>34</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>36</b>
Professional Development Opportunities	37
Technical Assistance Items	40
<b>Appendix 3: Budget to Support Goals</b>	<b>41</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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**

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

#### School Environment

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

Young Men's Preparatory Academy is a small learning center comprised of 225 students in grades 6-12. YMPA is a leadership Academy where the 7 Habits of Highly Effective Teens are taught and practiced on a daily basis. As the 7 Habits are infused throughout the daily curriculum, conversations are held with each student regarding principles and values and their application towards building successful lives and careers. Additionally, Pride groups are established within the student body where teachers and student leaders lead their groups to build a brotherhood based on values, principles, and 7 Habits of Highly Effective Teens.

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

In the beginning of every year, our student services department conducts a series of symposiums sharing the values of the Miami-Dade County Public System's Code of Student Conduct addressing the expectations of student life. Within these symposiums, not only is the Code of Student Conduct addressed, but we also have workshops and discussions addressing bullying, acceptance and tolerance. The District's zero tolerance policy is shared with the students. Here at the Young Men's Preparatory Academy, it is reiterated that leadership also comes with the responsibility of respecting and supporting each other. Before, during and after school Student leaders are responsible for mentoring their peers and provide special consideration for students in their Prides. Many club activities also increase the bonding of students for the good of the whole. The students also know the avenues to address school leaders and the counselor when concerns arrive.

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

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



consistent, clear classroom rules and procedures are established.

Young Men's Preparatory Academy follows a progressive discipline plan. Classroom rules for behavior include positive rewards, incentives and reinforcements developed in collaboration with students. Rules are posted along with consequences for breaking the rules. For example:

- 1st Offense Verbal Warning
- 2nd Offense Phone Call Home
- 3rd Offense Parent Conference
- 4th Offense Referral to the Counselor and/or administration

In the event a student's behavior becomes consistently disruptive, and all attempts by the teacher to resolve the matter have been exhausted, a written referral explaining the specific behavior in detail is submitted to Student Services. The counselor or lead teacher meets with the student prior to the student returning to class. The teacher receives a copy of the referral form in their mailbox indicating the actions taken. If a student consistently violates classroom rules and procedures, the teacher may initiate an exclusion to temporarily exclude the student from class. The teacher then arranges for a parent/teacher conference within the two day period in order to address the behavior. Relevant class work is provided to the student to be completed during the two day exclusion.

In order for students to be successful and productive, they must develop good work ethics and habits. These habits will contribute not only to academic success, but also to career success in later years. Students at Young Men's Preparatory Academy are held accountable and responsible to attend school regularly and be on time for all classes.

Students are considered tardy if not seated when the bell rings. Tardies are excused only if the student is tardy due to medical reasons or verified by a parent. Oversleeping, missing the bus, car trouble, traffic, etc., are unexcused tardies, even with parent verification. The Tardy Policy at Young Men's Preparatory Academy is in accordance with the District policy.

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

In a single gender environment it is extremely important to have access to our counselor. The Student Services Department is fully accessible to students and parents at all times. Student Services also informs parents and students of other affiliated agencies that can assist. Other than just adult led opportunities, students have their pride groups to help assure the opportunities for social -emotional needs as well as a variety of club activities. The before and after school opportunities foster camaraderie between students at all grade levels. After school sports activities also allow students to practice organized competition which is one of the benefits of a single gender environment.

### **Early Warning Systems**

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

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

The key indicators used at Young Men's Preparatory Academy are:

Attendance and tardies below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension,

One or more suspensions, whether in school or out of school,

Course failure in English Language Arts or mathematics,

A Level 1 or Level 2 score on the statewide, standardized assessments in English Language Arts or mathematics,

Overall Grade Point Averages falling below a 2.0, and

Total number of Student Case Management Referrals received by students.

Any time a student grade decreases to a C or below parent contact is expected. We monitor closely

the number of SCAMS (referrals) and hold conference and counseling sessions with students and parents as needed.

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

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

Indicator	Grade Level				Total
	7	9	10	11	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	15	7	4	1	27

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

Indicator	Grade Level			Total
	6	7	9	
Students exhibiting two or more indicators	4	3	2	9

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

One of the highlights of having a small environment is that there are stakeholders within the building who have face to face interaction with every student during the week. Our lead teacher, counselor and cafeteria staff are in daily communication about our students and notice the early warning signs of truancy. We have a team that identifies students who are identified as truant and begin the district's process as well as in house counseling and home communication. As a choice school, we have counseling as well as staff interventions with students whose behavior warrants suspensions. Parents are included in the process as well. Students scoring Level 1 are placed in courses designed to address these concerns and our homerooms are curriculum drives which affords the student to receive more support as the extended homeroom provides time to practice in their identified areas of deficiency. We also have tutoring by Clubs as well as teachers. We have gone the extra step this year to provide interventionists as well as professional tutoring after school for all students.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/194275>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

Young Men's Preparatory Academy builds relationships throughout the community by establishing connections with various community-based organizations. The process which Young Men's Preparatory builds and sustains partnerships in the local community includes email communication, telephone communication, conferences, meetings, and providing information about the school. Community-based organizations which support the school and student achievement include colleges which perform on-campus visitations, colleges which permit off-campus field trips, United Way, One Blood, Miami-Bridge, Alliance for a Healthier Generation, and Wynwood Community Center.

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Edouard, Pierre	Principal
Menoutis, Jason	Assistant Principal
Gainey, Andre	Teacher, K-12
Ross, Selena	Teacher, K-12
Valdespino, Lourdes	Teacher, K-12
Howard, Holly	Guidance Counselor
Perez, Raul	Teacher, K-12

**Duties**

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

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

- Pierre Edouard, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.
- Ramona Clark, Robert Williams, Gamaliel Fleurantin, Department Chairs, English/Social Studies, Mathematics/Science and Electives respectively: Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate materials/instruction of intervention activities.

- Geraldine Cabrera, Special Education (SPED) Consultative Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.
- Holly Howard, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
- Andre Gainey, Activities Director and Lourdes Valdespino, Test Chair: Provide information about upcoming tests, including district and state assessments, and the data resulting from those assessments.

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

Young Men's Preparatory Academy provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title VI, Part B

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Young Men's Preparatory Academy offers non-violence and anti-drug programs to students. These programs include:

- Youth Prevention Action Plan
- Mediation Groups (Anger Management & Transition)
- Anti-Bullying

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

High school completion courses are available to all eligible Young Men's Preparatory students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will have the opportunity to successfully complete an academy program. They will have a better understanding of the qualifications and skills needed to take advantage of post-secondary opportunities.

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

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

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

A senior internship partnership with local businesses will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy;

scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, including Parent Academy Courses, with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Selena Ross-Miranda	Teacher
Raul Perez	Teacher
Andre Gainey	Teacher
Pierre Edouard	Principal
	Student
	Education Support Employee
	Student
Jonathan Zuniga	Student
Maryline Gelin	Parent
Pamillia Johnson	Parent
Karla Zuniga	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The EESAC committee discussed the School Improvement Plan that was entered last year and approved the plan. During the school year, data was discussed for the mid-year SIP and FCAT data was discussed for the end of the year.

The Educational Excellence School Advisory Council activities for the 2013-2014 school year include the following:

- Monitor implementation of the School Improvement Plan through ongoing data analysis
- Review the bylaws
- Approve the School Improvement Plan
- Develop and monitor the implementation of the School Improvement Plan
- Budget training
- Vote on EESAC expenditures
- Complete SIP midyear review
- Complete the needs assessment

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

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

The SAC will allocate funds to promote the school-wide literacy program as it is an area in which the school continues to struggle. The SAC will also use to recognize student achievement. The remaining funds will be set aside for proposals presented to the committee throughout the school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Valdespino, Lourdes	Teacher, K-12
Ross, Selena	Teacher, K-12
	Other

## Duties

### ***Describe how the LLT promotes literacy within the school***

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

## Public and Collaborative Teaching

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

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

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

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

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

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

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

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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



teacher observations and classroom walk-throughs, administrators will determine if teachers are implementing the Florida Standards and utilizing the Miami-Dade County Public Schools district pacing guides.

### **Instructional Strategies**

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

Student performance data on School-wide and District Assessments are analyzed in order to identify areas of student strengths and deficiencies. As a result of the analysis, Data Chats are held between teachers and administration and between teachers and students to address the deficient benchmarks and develop a plan to remediate these deficiencies.

Teachers also utilize student data to provide and differentiate instruction to meet the diverse needs of students in a variety of ways. Student data is analyzed to determine areas of difficulty for each student at Young Men's Preparatory Academy. As a result of determining areas of difficulty, students are placed in subject area specific enrichment and remediation.

Teachers use data to determine and improve their instructional practice. Data is obtained through a variety of activities which include, but are not limited to, formal and informal classroom assessments and state-level assessments. After receiving this data, teachers determine the differentiation instruction that must be implemented within the classroom environment.

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

**Strategy: After School Program**

**Minutes added to school year: 1,620**

The research-based strategies utilized include:

- After-school tutoring for Tier 2 and 3 students.
- Daily Enrichment/Leadership Block where students receive specialized instruction in reading and/or mathematics.
- Teachers have monthly department meeting where they are given the opportunity to collaborate, plan, and engage in professional development activities.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Valdespino, Lourdes, lvaldespino@dadeschools.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

All leadership team members participate in collaborative recruitment events and learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**College and Career Readiness**

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

Young Men's Preparatory Academy incorporates students' academic and career planning through a rigorous curriculum featuring Honors, Advanced Placement and Dual Enrollment courses. Opportunities for internships are also provided to enhance students' experiences within their chosen fields of study. Career planning activities also include monthly leadership and career awareness symposiums, student services presentations and college and vocational school visits and presentations. Emphasis is placed on developing critical thinking and leadership skills, the 7 Habits of Highly Effective People, and Financial Literacy. Students and parents develop and revise an educational plan designed to ensure the relevance of course selections.

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

Young Men's Preparatory Academy offers students elective courses in art, music, business, technology, and leadership skills. All disciplines emphasize curriculum relevance and real-world applications as a best practice. Within the field of Business Technology, students have the opportunity to earn Industry Certification in the Adobe Photoshop. Students will also be able to apply the skills and knowledge acquired in their classes through internships.

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

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction across all content areas.
- G2.** Identify at risk students to provide support and intervention and to increase achievement.
- G3.** To Prepare students to be college and career ready through STEM and or CTE initiatives and programs.
- G4.** See Title I PIP
- G5.** Infuse a variety of High Order Thinking Strategies into the delivery of instruction across the curriculum.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction across all content areas.** 1a

G050661

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	46.0
AMO Reading - All Students	65.0
Bio I EOC Pass	59.0

**Resources Available to Support the Goal** 2

- Laptops will be assigned to every student, homeroom/enrichment periods, implementation of Edgenuity Software, Promethean Boards in every classroom, professional development on technology and instructional practice.

**Targeted Barriers to Achieving the Goal** 3

- Limited rigor within instructional routines.

**Plan to Monitor Progress Toward G1.** 8

Student data.

**Person Responsible**

Lourdes Valdespino

**Schedule**

On 4/27/2015

**Evidence of Completion**

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

**G2. Identify at risk students to provide support and intervention and to increase achievement.** 1a

G050666

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	5.0
Advanced coursework completion - H.S.	5.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Scheduling, assessment practices

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Pierre Edouard

**Schedule**

Every 6 Weeks, from 10/14/2014 to 5/18/2015

**Evidence of Completion**

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

**G3.** To Prepare students to be college and career ready through STEM and or CTE initiatives and programs. 1a

G050668

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	46.0
Bio I EOC Pass	59.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G3.** 8

Comparing number of students taking the Industry Certification in 2014-2015 vs the 2013-2014 school year.

**Person Responsible**

Raul Perez

**Schedule**

Weekly, from 10/13/2014 to 11/14/2014

**Evidence of Completion**

Passing rate of industry certification

**Plan to Monitor Progress Toward G3.** 8

Comparing number of students taking the Industry Certification in 2014-2015 vs the 2013-2014 school year.

**Person Responsible**

Raul Perez

**Schedule**

Weekly, from 10/13/2014 to 11/14/2014

**Evidence of Completion**

Passing rate of industry certification

**G4. See Title I PIP** 1a

G050672

**Targets Supported** 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	

**Resources Available to Support the Goal** 2

.

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

Lourdes Valdespino

**Schedule**

*Evidence of Completion*

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

Lourdes Valdespino

**Schedule**

*Evidence of Completion*

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

Lourdes Valdespino

**Schedule**

*Evidence of Completion*



**G5. Infuse a variety of High Order Thinking Strategies into the delivery of instruction across the curriculum.**

1a

G051099

**Targets Supported** 1b

Indicator	Annual Target
Postsecondary Enrollments	80.0

**Resources Available to Support the Goal** 2

- Laptops will be assigned to every student, homeroom/enrichment periods, implementation of Edgenuity software, Promethean Boards in every classroom, professional development on technology and instructional practice.

**Targeted Barriers to Achieving the Goal** 3

- Limited rigor within instructional routines.

**Plan to Monitor Progress Toward G5.** 8

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

**Person Responsible**

Pierre Edouard

**Schedule**

Monthly, from 10/14/2014 to 3/23/2015

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase student achievement by improving core instruction across all content areas. **1**

 G050661

**G1.B1** Limited rigor within instructional routines. **2**

 B126940

**G1.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 S138932

### Strategy Rationale

Based on walkthroughs; student data, work folders and teacher lesson plans, lack of fidelity in regards to rigor was observed.

### Action Step 1 **5**

Provide professional development on rigor and higher order thinking skills for instructional staff

#### Person Responsible

Jason Menoutis

#### Schedule

#### Evidence of Completion

sign-in sheets, professional development homework and student data.

### Action Step 2 5

Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that focuses on rigor within instructional routines.

**Person Responsible**

Pierre Edouard

**Schedule**

***Evidence of Completion***

Lesson plans, sign in sheet

### Action Step 3 5

Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.

**Person Responsible**

Pierre Edouard

**Schedule**

***Evidence of Completion***

Walk through notes, student work in folders, lesson plans, debriefing

### Action Step 4 5

Conduct coaching cycles for instructional staff in need of continued improvement in providing rigorous and strategic instruction that infuses high order thinking skills.

**Person Responsible**

Raul Perez

**Schedule**

***Evidence of Completion***

Lesson plans, sign in sheet

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

Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.

**Person Responsible**

Jason Menoutis

**Schedule**

***Evidence of Completion***

Walk through notes, student work in folders, lesson plans, debriefing

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

Administrative Walk throughs, observation notes, lesson plans, student work folders, student engagement, student collaboration will be monitored.

**Person Responsible**

Jason Menoutis

**Schedule**

***Evidence of Completion***

Lesson plans, student work folders, student engagement, student collaboration and student data.

**G2. Identify at risk students to provide support and intervention and to increase achievement.** 1

G050666

**G2.B2 Scheduling, assessment practices** 2

B128879

**G2.B2.S1 Infuse a variety of High Order Thinking Strategies into the delivery of instruction across the curriculum.** 4

S141016

**Strategy Rationale**

To increase student achievement by improving core instruction in all content areas.

**Action Step 1** 5

Provide professional development on rigor and higher order thinking skills for instructional staff.

**Person Responsible**

Lourdes Valdespino

**Schedule**

Every 6 Weeks, from 10/14/2014 to 3/16/2015

**Evidence of Completion**

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

Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that focuses on rigor within instructional routines

**Person Responsible**

Pierre Edouard

**Schedule**

Every 6 Weeks, from 10/14/2014 to 3/16/2015

**Evidence of Completion**

Lesson plans, sign in sheets.

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

Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.

**Person Responsible**

Jason Menoutis

**Schedule**

Every 6 Weeks, from 10/14/2014 to 5/18/2015

**Evidence of Completion**

Walk through notes, student work in folders, lesson plans, debriefings.

**G3.** To Prepare students to be college and career ready through STEM and or CTE initiatives and programs.

1

 G050668

**G3.B1** Limited use of the appropriate technological resources embedded in the instructional routine within the classroom. 2

 B127422

**G3.B1.S1** Incorporate more technology embedded into the lesson planning and infuse it in classroom.

4

 S140718

**Strategy Rationale**

To increase student achievement in industry certification.

**Action Step 1 5**

For PD for all technology incorporated at school for classroom usage.

**Person Responsible**

Lourdes Valdespino

**Schedule**

On 11/4/2014

**Evidence of Completion**

Sign-in sheet

**Action Step 2** 5

Incorporate in lesson and infuse in classroom

**Person Responsible**

Pierre Edouard

**Schedule**

On 11/14/2014

***Evidence of Completion***

Lesson Plans

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

Monitor infusion of technology in classroom

**Person Responsible**

Pierre Edouard

**Schedule**

Weekly, from 11/10/2014 to 11/14/2014

***Evidence of Completion***

Walk-through logs or records

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

Thorough observation of teacher infusing technology.

**Person Responsible**

Pierre Edouard

**Schedule**

Weekly, from 11/10/2014 to 11/14/2014

***Evidence of Completion***

Increase in student engagement.

**G5.** Infuse a variety of High Order Thinking Strategies into the delivery of instruction across the curriculum. 1

G051099

**G5.B1** Limited rigor within instructional routines. 2

B128403

**G5.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. 4

S140520

### **Strategy Rationale**

To build quality educational practices across the curriculum.

### **Action Step 1** 5

Provide professional development on rigor and higher order thinking skills for instructional staff.

#### **Person Responsible**

Pierre Edouard

#### **Schedule**

Every 6 Weeks, from 10/14/2014 to 4/27/2015

#### **Evidence of Completion**

### **Action Step 2** 5

Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that focuses on rigor within instructional routines

#### **Person Responsible**

Pierre Edouard

#### **Schedule**

Monthly, from 10/14/2014 to 4/27/2015

#### **Evidence of Completion**

Lesson plans, sign in sheet



### Action Step 3 5

Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.

**Person Responsible**

Pierre Edouard

**Schedule**

On 3/30/2015

***Evidence of Completion***

Walk through notes, student work in folders, lesson plans, debriefing

### Action Step 4 5

Conduct coaching cycles for instructional staff in need of continued improvement in providing rigorous and strategic instruction that infuses high order thinking skills.

**Person Responsible**

Pierre Edouard

**Schedule**

Monthly, from 10/14/2014 to 3/30/2015

***Evidence of Completion***

Lesson plans, sign in sheet.

### Action Step 5 5

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

**Person Responsible**

Pierre Edouard

**Schedule**

Monthly, from 10/14/2014 to 5/25/2015

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Monitor a variety of High Order Thinking Strategies into the delivery of instruction.

**Person Responsible**

Pierre Edouard

**Schedule**

On 4/27/2015

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.

**Person Responsible**

Pierre Edouard

**Schedule**

Monthly, from 10/14/2014 to 5/18/2015

**Evidence of Completion**

Walk through notes, student work in folders, lesson plans, debriefing

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development on rigor and higher order thinking skills for instructional staff	Menoutis, Jason	8/10/2014	sign-in sheets, professional development homework and student data.	every-6-weeks
G3.B1.S1.A1	For PD for all technology incorporated at school for classroom usage.	Valdespino, Lourdes	11/3/2014	Sign-in sheet	11/4/2014 one-time
G5.B1.S1.A1	Provide professional development on rigor and higher order thinking skills for instructional staff.	Edouard, Pierre	10/14/2014		4/27/2015 every-6-weeks
G2.B2.S1.A1	Provide professional development on rigor and higher order thinking skills for instructional staff.	Valdespino, Lourdes	10/14/2014		3/16/2015 every-6-weeks
G1.B1.S1.A2	Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that	Edouard, Pierre	Lesson plans, sign in sheet	weekly	

**Dade - 7056 - Young Men's Preparatory Academy - 2014-15 SIP**  
*Young Men's Preparatory Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	focuses on rigor within instructional routines.				
G3.B1.S1.A2	Incorporate in lesson and infuse in classroom	Edouard, Pierre	11/10/2014	Lesson Plans	11/14/2014 one-time
G5.B1.S1.A2	Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that focuses on rigor within instructional routines	Edouard, Pierre	10/14/2014	Lesson plans, sign in sheet	4/27/2015 monthly
G1.B1.S1.A3	Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.	Edouard, Pierre	Walk through notes, student work in folders, lesson plans, debriefing	monthly	
G5.B1.S1.A3	Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.	Edouard, Pierre	10/14/2014	Walk through notes, student work in folders, lesson plans, debriefing	3/30/2015 one-time
G1.B1.S1.A4	Conduct coaching cycles for instructional staff in need of continued improvement in providing rigorous and strategic instruction that infuses high order thinking skills.	Perez, Raul	Lesson plans, sign in sheet	one-time	
G5.B1.S1.A4	Conduct coaching cycles for instructional staff in need of continued improvement in providing rigorous and strategic instruction that infuses high order thinking skills.	Edouard, Pierre	10/14/2014	Lesson plans, sign in sheet.	3/30/2015 monthly
G5.B1.S1.A5	Ongoing walk throughs conducted by administration to monitor fidelity of effective and rigorous instruction within the classroom	Edouard, Pierre	10/14/2014	Walk through notes, lesson plans, student work folders, student engagement, student collaboration	5/25/2015 monthly
G1.MA1	Student data.	Valdespino, Lourdes	10/14/2014	Walk through notes, lesson plans, student work folders, student engagement, student collaboration	4/27/2015 one-time
G1.B1.S1.MA1	Administrative Walk throughs, observation notes, lesson plans, student work folders, student engagement, student collaboration will be monitored.	Menoutis, Jason	Lesson plans, student work folders, student engagement, student collaboration and student data.	one-time	
G1.B1.S1.MA1	Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.	Menoutis, Jason	Walk through notes, student work in folders, lesson plans, debriefing	every-6-weeks	
G2.MA1	Ongoing walk throughs conducted by administration to monitor fidelity of effective and rigorous instruction within the classroom	Edouard, Pierre	10/14/2014	Walk through notes, lesson plans, student work folders, student engagement, student collaboration	5/18/2015 every-6-weeks
G2.B2.S1.MA1	Administration will conduct walk throughs to assess effective and strategic instructional delivery and	Menoutis, Jason	10/14/2014	Walk through notes, student work in folders, lesson plans, debriefings.	5/18/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	questioning strategies, student collaboration, accountability talk, and student engagement.				
G2.B2.S1.MA1	Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that focuses on rigor within instructional routines	Edouard, Pierre	10/14/2014	Lesson plans, sign in sheets.	3/16/2015 every-6-weeks
G3.MA1	Comparing number of students taking the Industry Certification in 2014-2015 vs the 2013-2014 school year.	Perez, Raul	10/13/2014	Passing rate of industry certification	11/14/2014 weekly
G3.MA1	Comparing number of students taking the Industry Certification in 2014-2015 vs the 2013-2014 school year.	Perez, Raul	10/13/2014	Passing rate of industry certification	11/14/2014 weekly
G3.B1.S1.MA1	Thorough observation of teacher infusing technology.	Edouard, Pierre	11/10/2014	Increase in student engagement.	11/14/2014 weekly
G3.B1.S1.MA1	Monitor infusion of technology in classroom	Edouard, Pierre	11/10/2014	Walk-through logs or records	11/14/2014 weekly
G4.MA1	[no content entered]	Valdespino, Lourdes		monthly	
G4.MA1	[no content entered]	Valdespino, Lourdes		monthly	
G4.MA1	[no content entered]	Valdespino, Lourdes		monthly	
G5.MA1	Ongoing walk throughs conducted by administration to monitor fidelity of effective and rigorous instruction within the classroom	Edouard, Pierre	10/14/2014	Walk through notes, lesson plans, student work folders, student engagement, student collaboration	3/23/2015 monthly
G5.B1.S1.MA1	Administration will conduct walk throughs to assess effective and strategic instructional delivery and questioning strategies, student collaboration, accountability talk, and student engagement.	Edouard, Pierre	10/14/2014	Walk through notes, student work in folders, lesson plans, debriefing	5/18/2015 monthly
G5.B1.S1.MA1	Monitor a variety of High Order Thinking Strategies into the delivery of instruction.	Edouard, Pierre	10/14/2014	Walk through notes, lesson plans, student work folders, student engagement, student collaboration.	4/27/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction across all content areas.

**G1.B1** Limited rigor within instructional routines.

**G1.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

### PD Opportunity 1

Provide professional development on rigor and higher order thinking skills for instructional staff

#### Facilitator

Leslie Rivera-CSS, Curtis Harris -CSS, Dr. Menoutis

#### Participants

Core Teachers

#### Schedule

### PD Opportunity 2

Conduct coaching cycles for instructional staff in need of continued improvement in providing rigorous and strategic instruction that infuses high order thinking skills.

#### Facilitator

Leslie Rivera-CSS, Curtis Harris-CSS

#### Participants

Core Teachers

#### Schedule

**G2. Identify at risk students to provide support and intervention and to increase achievement.**

**G2.B2 Scheduling, assessment practices**

**G2.B2.S1** Infuse a variety of High Order Thinking Strategies into the delivery of instruction across the curriculum.

**PD Opportunity 1**

Provide professional development on rigor and higher order thinking skills for instructional staff.

**Facilitator**

Rosa Sierra

**Participants**

Core Teachers

**Schedule**

Every 6 Weeks, from 10/14/2014 to 3/16/2015

**G3. To Prepare students to be college and career ready through STEM and or CTE initiatives and programs.**

**G3.B1** Limited use of the appropriate technological resources embedded in the instructional routine within the classroom.

**G3.B1.S1** Incorporate more technology embedded into the lesson planning and infuse it in classroom.

**PD Opportunity 1**

For PD for all technology incorporated at school for classroom usage.

**Facilitator**

**Participants**

**Schedule**

On 11/4/2014

**G5.** Infuse a variety of High Order Thinking Strategies into the delivery of instruction across the curriculum.

**G5.B1** Limited rigor within instructional routines.

**G5.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

**PD Opportunity 1**

Provide professional development on rigor and higher order thinking skills for instructional staff.

**Facilitator**

Sierra Rosa

**Participants**

Core Teachers

**Schedule**

Every 6 Weeks, from 10/14/2014 to 4/27/2015

## Technical Assistance Items

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

**G1.** To increase student achievement by improving core instruction across all content areas.

**G1.B1** Limited rigor within instructional routines.

**G1.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

### **PD Opportunity 1**

Facilitate and/or conduct coaching cycles that include co-planning sessions with instructional staff that focuses on rigor within instructional routines.

#### **Facilitator**

Leslie Rivera-CSS, Curtis Harriss-CSS Administration: Mr. Edouard, Dr. Menoutis

#### **Participants**

Core Teachers

#### **Schedule**



## Budget Rollup

### Summary

Description	Total
Grand Total	0