

Miami-Dade County Public Schools

YOUNG MEN'S PREPARATORY ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Pierre Edouard

Position Title

Principal

Job Duties and Responsibilities

Educational Leader at Young Men's Preparatory Academy. Responsible for overseeing critical areas of school operations, including School Site Safety, Master Schedule, Building Maintenance, Human and Capital Resources, Budget management, and Monitoring and Evaluating Employees and Staff performance.

Leadership Team Member #2

Employee's Name

Loris Carter

Position Title

Test Chairperson/Teacher

Job Duties and Responsibilities

Responsible for all testing and assessments at Young Men's Preparatory Academy. Additional duties and responsibilities include: attending District Test Chairperson meetings; planning and scheduling testing at the school site; training faculty and staff on test guidelines and procedures; reporting and reviewing test scores and data; interpreting and communicating test results and data; following procedures to ensure the accuracy and validity of all test scores; and safeguarding the security of the test content.

Leadership Team Member #3**Employee's Name**

Candice Wilson

Position Title

Teacher

Job Duties and Responsibilities

Responsible for classroom instruction of all middle school social studies students in grades 6 through 8 at Young Men's Preparatory Academy. Additional responsibilities include: UTD Building Steward, Social Studies Department Chairperson, and providing ongoing instructional support to the Social Studies faculty.

Leadership Team Member #4**Employee's Name**

Verona Nisbeth-Hart

Position Title

Reading Coach/Teacher

Job Duties and Responsibilities

Collaborates with teachers to develop and implement effective reading instruction strategies. Provides professional development to educators on best practices in literacy instruction. Conducts assessments to identify students' reading levels and progress and design and delivers targeted interventions for students who require additional support in reading. Ms. Hart also monitors and analyzes data to track student growth and adjust instructional approaches accordingly. Additional duties and responsibilities include: participating in professional learning communities and school improvement initiatives to enhance overall literacy outcomes; creating individualized reading plans for students needing additional support; participating in data analysis and contributing to school-wide

literacy improvement efforts; and collaborating with school leadership to develop and implement school-wide literacy goals and initiatives.

Leadership Team Member #5

Employee's Name

Lolamaria Robbio

Position Title

Counselor

Job Duties and Responsibilities

Responsibilities include the following: (1) Academic Guidance - Assisting students with course selection, graduation requirements, and academic planning. Providing information on college admissions, scholarships, and career pathways. (2) Emotional Support - Listening to students' concerns and helping them navigate personal challenges. Offering counseling for stress, anxiety, and mental health issues. (3) Career Counseling - Guiding students in exploring career options, interests, and aptitudes. Organizing career fairs, workshops, and job-shadowing opportunities. (4) College Readiness - Advising on college applications, essays, and financial aid. Facilitating college visits and assisting with SAT/ACT preparation. (5) Conflict Resolution - Mediating conflicts between students. Promoting a positive school climate.

Leadership Team Member #6

Employee's Name

Troy Howard

Position Title

Magnet Lead Teacher

Job Duties and Responsibilities

Oversees and coordinates the magnet program at Young Men's Preparatory Academy. Responsibilities include, program and school marketing, teacher collaboration, student recruitment, program evaluation, and ensuring the successful implementation of the magnet program.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	2	6	5	1	14
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	0	4	5
Course failure in Math	6	0	0	2	8
Level 1 on statewide ELA assessment	5	8	12	0	25
Level 1 on statewide Algebra assessment	4	5	5	0	14

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	7	4	8	3	22

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	1	0	0	1

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	49	60	55	49	55	50	44	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	55	58	57				51		
ELA Learning Gains Lowest 25%	61	55	55				46		
Math Achievement *	55	51	45	46	43	38	34	42	38
Math Learning Gains	56	50	47				58		
Math Learning Gains Lowest 25%	70	56	49				63		
Science Achievement *	47	68	68	43	62	64	49	41	40
Social Studies Achievement *	83	73	71	89	69	66	82	56	48
Graduation Rate	90	92	90	80	89	89	100	56	61
Middle School Acceleration	59			60			37	56	44
College and Career Readiness	78	74	67	50	70	65	40	67	67
ELP Progress	26	57	49	39	49	45	33		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	729
Total Components for the FPPI	12
Percent Tested	96%
Graduation Rate	90%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	55%	53%	39%		52%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	48%	No		
English Language Learners	51%	No		
Black/African American Students	65%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	65%	No		
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%
Students With Disabilities	29%	Yes	2	1
English Language Learners	39%	Yes	1	

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%
Black/African American Students	61%	No		
Hispanic Students	51%	No		
Economically Disadvantaged Students	62%	No		

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%
Students With Disabilities	36%	Yes	1	
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students	53%	No		

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%
Hispanic Students	53%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	51%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	49%		55%	61%	55%	56%	70%	47%	83%	59%	90%	78%	26%
Students With Disabilities	32%		60%	55%	36%	55%							
English Language Learners	36%		59%	56%	63%	57%	60%		50%				26%
Black/African American Students	47%		52%	62%	46%	54%	75%		82%		100%	70%	
Hispanic Students	53%		59%	61%	66%	58%	64%	60%	84%				29%
Economically Disadvantaged Students	49%		54%	67%	55%	53%	68%	50%	82%		94%	76%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	39%
Students With Disabilities	18%				40%								
English Language Learners	25%				46%			31%	70%				25%
Black/African American Students	54%				40%			45%	87%		92%	45%	
Hispanic Students	44%				50%			41%	89%				31%
Economically Disadvantaged Students	51%				44%			52%	88%		83%	53%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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 PROGRE
All Students	44 %		51 %	46 %	34 %	58 %	63 %	49 %	82 %	37 %	100 %	40 %	33 %
Students With Disabilities	27 %		40 %		18 %	60 %							
English Language Learners	23 %		52 %	45 %	19 %	59 %		60 %	75 %				33 %
Native American Students													
Asian Students													
Black/African American Students	49 %		59 %	44 %	30 %	58 %	50 %	43 %	80 %	29 %	100 %	40 %	
Hispanic Students	40 %		47 %	55 %	35 %	60 %	77 %	57 %	82 %	46 %			27 %
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	42 %		50 %	44 %	33 %	58 %	62 %	52 %	79 %	33 %	100 %	35 %	27 %

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	58%	56%	2%	53%	5%
Ela	6	43%	57%	-14%	54%	-11%
Ela	7	50%	55%	-5%	50%	0%
Ela	8	42%	54%	-12%	51%	-9%
Ela	9	54%	54%	0%	53%	1%
Math	6	48%	60%	-12%	56%	-8%
Math	7	72%	49%	23%	47%	25%
Science	8	0%	42%	-42%	45%	-45%
Civics		68%	70%	-2%	67%	1%
Biology		82%	70%	12%	67%	15%
Algebra		55%	55%	0%	50%	5%
Geometry		50%	56%	-6%	52%	-2%
History		92%	70%	22%	67%	25%
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		53%	17%	36%	16%	37%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Biology – This accountability group increased by 53 percentage points, from 29% in 2023 to 82% in 2024. Factors contributing to the increase include the following: the school requested and received District CSS support on a monthly basis and the school/instructor focused on providing “hands on” experiences for students (via labs and gizmos). Another contributing factor was that the instructor had more experience teaching Biology. The Biology instructor was a new teacher during the 2022-23 academic year and this was his first time teaching Biology. Having had a years worth of experience of teaching and familiarity with the subject matter and the Biology End-of-Course topics which would be assessed assisted the instructor in the preparation of students for this year’s Biology EOC.

Lowest Performance

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

8th Grade Science – Several factors contributed to the low performance in this area. Scheduling was a factor as a majority of the 8th grade students, inclusive of all high achieving 8th grade students, were placed in Physical Science in order to help accelerate them in Science as they moved towards high school. This left lower achieving students in the 8th grade science class. An additional factor is that there were only ten 8th grade students who took the test, one of which was an ESOL student with less than two years in ESOL, another ESOL student who does not speak English and an 8th grade student who transferred in midway through the school year. The final factor which contributed to the poor performance was the fact that the students did not take the test seriously and the test proctor did not ensure that students remained focused during the test.

Greatest Decline

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

8th Grade Science – This group declined by 59 percentage points. Factors contributing to this decline include the following: (1) Scheduling - a majority of the 8th grade students, inclusive of all high achieving 8th grade students, were placed in Physical Science in order to help accelerate them in Science as they moved towards high school. This left lower achieving students in the 8th grade

science class. (2) Limited number of eligible students enrolled in class. There were only 10 8th grade students who took the test, one of which was an ESOL student with less than two years in ESOL, another ESOL student who does not speak English and an 8th grade student who transferred in midway through the school year. (3) The students did not take the test seriously.

Greatest Gap

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.

8th Grade Science had the greatest gap when compared to the state average. Factors contributing to this gap are listed in the above sections.

EWS Areas of Concern

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

Reflecting on the EWS, there are two areas of concern. Both areas are related to reading as the school has 33 students who scored at a Level 1 on the ELA FAST PM3 and 66 students who have been identified as having Substantial Reading Deficiency.

Highest Priorities

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

The top five priorities for the upcoming school year are:

1. **8th Grade Science**
2. **Students with Disabilities – ELA (27% proficient)**
3. **Students with Disabilities – Math (38% proficient)**
4. **Middle School Acceleration – 39%**
5. **Reading/ELA**

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

With the implementation of monthly data chats, homeroom remediation classes, and Saturday Academy with a focus on hands-on instructional delivery methods, student data will demonstrate 65% proficiency on the 8th Grade Science EOC assessment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student performance on the 8th Grade Science EOC assessment will improve from 0% in 2024 to 65% in 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will begin with the appropriate scheduling and placement of students into the 8th grade science class. Classroom observations, progress monitoring and ongoing data chats with the Science teacher will also contribute to achieving the desired outcomes.

Person responsible for monitoring outcome

Pierre Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction: 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:

By implementing Differentiated Instruction techniques, the instructor will review student performance on various assessments and will be able to group students based on their areas of need/deficiencies. The instructor will then be able to provide targeted instruction to address those deficiencies to the specific students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Student Scheduling

Person Monitoring:

Pierre Edouard

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Appropriate placement of students into 8th grade science classes or accelerated classes will occur prior to the start of the academic year.

Action Step #2

Classroom Walkthroughs and Observations

Person Monitoring:

Pierre Edouard

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly classroom walkthroughs and observations will be conducted the the administrative staff to ensure teaching and learning is occurring and to ensure students are on schedule with the District Pacing Guides. Feedback will be provided to instructor following the observations and visits.

Action Step #3

Progress Monitoring and Data Chats

Person Monitoring:

Pierre Edouard

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly data chats will be conducted to monitor student progress and evaluate the need for remediation

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students with disabilities were identified as an area of focus as a result of their performance on the State Assessments. Students within this subgroup performed well below their counterparts in the school, district and state. The SWD subgroup scored at 27% and 38% respectively on the ELA and Mathematics assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Differentiated instruction, individualized interventions, and small group instructions with a focus on areas of deficiency; student data will demonstrate 41% proficiency for students with disabilities (SWD) on the PM 3 reading and math assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progression will be continuously monitored throughout the academic year. Monitoring will begin with the scheduling of students and will be ongoing via progress monitoring and data chat sessions with ELA and Mathematics teachers.

Person responsible for monitoring outcome

Pierre Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction: 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:

Classroom teachers will be notified of the students with disabilities in their classrooms. DI will be used in the classrooms to assist these students and to address their individual needs. Teachers will track student performance to ensure progress.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Scheduling

Person Monitoring:

Pierre Edouard

By When/Frequency:

September, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students with disabilities will be scheduled into intensive reading and math classes in order to get a "double-dose" of instruction in an effort to remediate deficiencies.

Action Step #2

Interventions

Person Monitoring:

Pierre Edouard

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Interventionist will conduct weekly push-in and pull-out sessions with the targeted group of students to ensure progress towards proficiency in ELA and Mathematics.

Action Step #3

Monitoring of SWD Progress

Person Monitoring:

Pierre Edouard

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ESE specialist will meet regularly with the ELA/Math instructors and students to monitor/maintain/improve student progress.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

With an increased focus on Middle School Acceleration, 70% of eligible 8th grade middle school students will pass a high school End-of-Course Exam or earn an Industry Certification in a Career and Technical Education (CTE) course.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Middle School Acceleration has been at 59% and 60% during the 2023-24 and 2022-23 academic years. This performance level will need to be increased to 70% in order for the school to maintain the A rating earned during the past school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Eligible students will be scheduled into the appropriate high school and CTE courses to maximize the percentage of students eligible to earn the Middle School Acceleration credit.

Person responsible for monitoring outcome

Pierre Edouard

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identification of Eligible Students

Person Monitoring:

Pierre Edouard

By When/Frequency:

August, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

2023-24 PM3 ELA and Mathematics data will be reviewed to determine which students are eligible for placement into high school level and/or CTE courses.

Action Step #2

Scheduling of Students

Person Monitoring:

Pierre Edouard

By When/Frequency:

September, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Eligible middle school students will be scheduled into Algebra I, Dual Enrollment or CTE courses to provide exposure to higher level courses and to improve the percentage of middle school students earning Middle School Acceleration credit.

Action Step #3

Progress Monitoring

Person Monitoring:

Pierre Edouard

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student progress will be monitored via Topic Assessments and certification pre-tests to ensure they are on pace to pass the required exams by the end of the academic year.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reviewing student response on the School Climate Survey, student engagement was identified as an area of concern. Student engagement affects attendance, behavior and ultimately, student performance in the classroom as well as on local and state assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of innovative curriculum teaching methods in a positive classroom setting

with a focus on interactive instructional delivery methods; student data will demonstrate a 30% increase in student engagement from the previous school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through student engagement in classroom and extra-curricular activities.

Person responsible for monitoring outcome

Rosa Sierra

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

Grade Level and Classroom Competitions

Person Monitoring:

Pierre Edouard

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be encouraged to participate in grade level and classroom activities/competitions which extend beyond the classroom doors. These competitions and activities will include Science Fair, Essay Contests, Musical Performances, and entries into various District and State competitions.

Action Step #2

Extra-curricular Activities

Person Monitoring:

Rosa Sierra

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be encouraged to participate in extra-curricular activities and school clubs to include SGA, National Honor Society, Robotics, Chess, Speech and Debate, and Athletics. Club Rush will be scheduled during the first quarter of the school year.

Action Step #3

Scheduling

Person Monitoring:

Pierre Edouard

By When/Frequency:

August, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

As the majority of students attending Young Men's Preparatory Academy receive bus transportation to and from the school, they are not afforded the luxury to remain after school for clubs and extra-curricular activities. The Master Schedule will be designed to incorporate a weekly time period which will allow for club meetings, symposiums and other extra-curricular activities.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

The School Improvement Plan (SIP) can be found in the Title I section under the Parent's tab on the main page of the school's website: YMPACADEMY.ORG

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The Parent and Family Engagement Plan (PFEP) can be found in the Title I section under the Parent's tab on the main page of the school's website: YMPACADEMY.ORG

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Young Men's Preparatory Academy will strengthen the academic program by hiring an Interventionist and by providing opportunities for remediation and enrichment. An Interventionist will be hired to assist students struggling with Mathematics. The interventionist will assist classroom teachers by conducting "push-in" sessions during classtime with the classroom instructor. The Interventionist will also identify and pull struggling students to conduct one-to-one tutoring sessions. YMPA will also provide tutoring opportunities for enrichment and remediation after school hours. The tutoring

sessions will be available on select days during the week and will be available on Saturdays as the Testing season approaches.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The plan to provide enrichment and/or remediation is developed as a result of ongoing progress monitoring of students and data chats between instructors and the administrative team. Leadership meetings also occur to review school data in order to identify opportunities for growth and to provide input to the development of the enrichment and remediation plans.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Young Men's Preparatory Academy employs a full-time counselor who provides counseling and mentoring services to students. A Mental Health Specialist is also at the school twice per week to provide additional mental health services to students. The school also employs an Exceptional Student Education (ESE) Specialist who meets regularly with ESE students, their teachers and parents, to check on all students with disabilities, monitor their progress and to ensure the students are on track and receiving all services they need. Finally, the school employs a Community Involvement Specialist who acts as a liaison between the school and outside stakeholders to ensure appropriate communication with these stakeholders and to gain community resources which may be utilized to assist students.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Students enrolled at Young Men's Preparatory Academy are offered the opportunity to earn post-secondary credits beginning in the eighth grade. Credits are earned through Dual Enrollment courses which are offered through the school's partnership with local colleges. YMPA is on an 8-period block schedule which allows students to earn all credits required for graduation within three years at the school. Students who fall into this category are encouraged to complete their senior year as freshmen on a college campus through the Early Enrollment Program partnership with a local college. These students generally earn 18 - 24 college credits during their senior year and have the opportunity to graduate from Young Men's Preparatory Academy with an AA degree in hand. In addition to the post-secondary opportunities afforded to students, YMPA also offers students the opportunity to earn Industry Certification in several areas through Career and Technical Education (CTE) courses offered at the school. The CTE courses are available to students from the seventh grade through their senior year.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Young Men's Preparatory Academy follows a progressive discipline plan which is outlined in the Miami-Dade County Public Schools Student Code of Conduct manual. Early interventions for students who exhibit undesired behaviors typically include conferences with the counselor, mental health specialist and/or parent. Peer counseling is also utilized as an early intervention to address undesired behaviors.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Faculty and staff members are provided with Professional Learning activities throughout the academic year. Miami-Dade Public Schools has designated mandatory Professional Development days infused into the K-12 academic calendar. Faculty and staff are required to attend a professional development activity on these dates. In addition to the mandatory PD activities, Young Men's Preparatory Academy creates and offers internal professional development activities for faculty and staff based on faculty needs and wants. Data chats are held with faculty members on a quarterly basis to monitor student progress and ensure deficiencies are addressed.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00