

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

7056 - Young Men's Preparatory Academy

Principal (Last Name, First Name)

Edouard, Pierre

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Menoutis, Jason

MTSS Coordinator (Last Name, First Name)

Pierre, France

Demographic Overview

Young Men's Preparatory Academy is Miami-Dade County Public Schools only single-gender boy's preparatory school, serving 244 young men ranging from the 6th grade through the 12th grade. The student population consists of 124 Hispanic students (51%), 112 African American students (46%), 6 Caucasian students (2%), and 2 Asian students (1%).

Current School Status

a. 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.

b. Provide the School's Vision Statement

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

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Young Men's Preparatory Academy provides services for students ranging from the 6th grade through the 12th. YMPA is not restricted to a specific boundary as students attending YMPA come from throughout Miami-Dade County. The academy features a small campus and small classes, designed to provide students with individual attention and care. YMPA is a Leadership Magnet and provides technology-based curriculum programs, rigorous academic programs, a leadership symposium, and a focus on responsibility and giving back to the community.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- ◆ Data and Systems Review
- ◆ School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- ◆ School Culture Data and Systems Review Organizer
- ◆ Academic Programs Data and Systems Review Organizer
- ◆ Essential Practices Selection
- ◆ School Leadership Core Competencies
- ◆ Priority Actions Development
- ◆ Outcome Statements
- ◆ Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings:** Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.*
 - ***Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.*
 - ***Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*
3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*
 4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s)
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			contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-20 School Climate Survey, 46% of the teachers strongly agreed that the school building is kept clean and in good condition. During the 2018-19 School Climate Survey, 29% of the teachers strongly agreed that the school building was kept clean and in good condition. There was a 17-percentage point increase when comparing the 2018-19 and 2019-20 school years.	This data point is important because a healthy environment is a vital factor in providing an optimal learning environment that is conducive to student learning.	Consistent Protocols to Maintain a Clean and Welcoming School Environment
	According to the 2019-20 School Climate Survey Feedback from staff, 100% of teachers either strongly agree or agree that they feel safe and secure in the school environment compared to 72% during the 2018-19 School Climate Survey, a 28-percentage point increase.	This data shows that Young Men's Preparatory Academy is fostering a safe and secure school environment for all staff. A safe and secure school environment is vital for providing an optimal environment for all students and staff.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the 2019-20 School Climate Survey Feedback from staff, 77% of teachers strongly agree or agree that the school environment is positive and helpful to students compared to 65% during the 2018-19 School Climate Survey, a 12-percentage point increase.	This data shows the positive school environment at Young Men's Preparatory Academy provides a positive influence on students' academic, social, and emotional needs.	Collaborative Spaces

Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Spaces

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-20 school year Staff Attendance Data from the SIP section of Power BI, 55% of school staff were absent a total of 0 to 5 days compared to 50% during the 2018-19 school year, a 5-percentage point difference.	This data is impactful because of the negative impact in student academic performance associated with poor teacher attendance.	Attendance Initiatives
	According to the 2019-20 school year Student Attendance Data from the SIP	This data is impactful due to the positive	Empower

	section of Power BI, 50% of students were absent a total of 0 to 5 days compared to 45% during the 2018-19 school year, a 5-percentage point difference.	correlation between increased academic performance and student attendance.	Teachers And Staff
	According to the 2019-20 School Climate Survey Feedback from staff, 47% of teachers disagreed that there was a lack of concerns or support by parents compared to 50% during the 2018-19 School Climate Survey, a 3-percentage point decrease.	This data is impactful due to the positive correlation between parental involvement and student academic performance.	Family Engagement

Essential Practice for Neutral Data Findings (Secondary)

Empower Teachers And Staff

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-20 School Climate Survey Feedback from staff, 31% of teachers disagreed or strongly disagreed that adequate disciplinary measures were implemented compared to 43% during the 2018-19 School Climate Survey, a 12-percentage point decrease.	This data is impactful due to the disciplinary initiatives being productive and contributing to a positive school environment.	Positive Behavior Support (PBS)
	According to the 2019-20 School Climate Survey, 14% of students strongly agreed that violence was an issue at their school compared to 28% during the 2018-19 School Climate Survey, a 14-percentage point decrease.	This data shows that initiatives implemented at Young Men's Preparatory has contributed to a safe learning environment for all students.	Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the 2019-20 school year Staff Attendance Data from the SIP section of Power BI, 11% of school staff were absent a total of 10.5 or more days compared to 38% during the 2018-19 school year, a 27-percentage point difference.	This data shows a significant decrease in the amount of instructional staff being absent 10.5 or more days during the school year. Teacher attendance drastically effects student academic performance and contributes to a quality school environment.	Attendance Initiatives

Essential Practice for Significantly Decreased Data Findings (Primary)

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the Academic Programs tab (on PowerBI), the 2018 ELA proficiency is 42%, the ELA proficiency is 38% in 2019, and the 2020 ELA Predicted Proficiency is 51%. This is a 9 percentage point increase over a three year period.	This data shows initiatives enhancing student engagement within the classroom environment are contributing to increased academic performance. Additionally, this shows that YMPA is providing sound academic instruction in ELA.	Student Engagement
	According to the Academic Programs tab (on PowerBI), the 2018 Social Studies proficiency is 60% and the 2019 Social Studies Proficiency is 82%. This is a 22 percentage point increase.	This data shows academic intervention and instructional initiatives are contributing to increased academic performance. Additionally, this shows that YMPA is providing sound instruction in Social Studies.	Standards-Aligned Instruction
	According to the Academic Programs tab (on PowerBI), the 2019 ELA proficiency is 38% and the 2020 ELA Predicted Proficiency is 51%. This is a 13 percentage point increase.	This data shows academic intervention and instructional initiatives are contributing to increased academic performance. Additionally, this shows that YMPA is providing sound academic instruction in ELA.	Data-Driven Instruction

Essential Practice for Significantly Improved Data Findings (Sustained)

Standards-Aligned Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed

			most to the data findings?
Neutral Data Findings	According to the Academic Programs tab (on PowerBI), the 2018 Science Proficiency is 39% and the 2019 Science Proficiency is 42%. This is a 3 percentage point increase.	Even though this data was identified as a neutral data finding, it was significant to YMPA. YMPA experienced a significant decrease between the 2017 Science proficiency (54%) and 2018 Science Proficiency (39%). The slight increase in the 2019 Science Proficiency (42%) shows a positive impact in instructional strategies implemented within science classrooms at YMPA.	Data-Driven Instruction
	According to the Academic Programs tab (on PowerBI), the 2018 ELA Proficiency is 42% and the 2019 ELA Proficiency is 38%. This is a 4 percentage point decrease.	Even though this data was identified as a neutral data finding, it is significant to YMPA. The academic skills learned through ELA can positively impact the academic performance of students in each class throughout the school.	Effective Curriculum and Resource Utilization
	According to the Academic Programs tab (on PowerBI), the 2019 Algebra 1 Learning Gains is 62% and the 2019 District Average for Algebra 1 Learning Gains is 65%. This is a 3 percentage point difference.	Even though this data was identified as a neutral data finding, it is significant to YMPA. It provides data showing the YMPA Algebra 1 Learning Gains is close to the district average. However, it demonstrates that increased instructional and intervention strategies may provide the impact needed to surpass the district average and increase academic achievement.	Standards-Aligned Instruction

Essential Practice for Neutral Data Findings (Secondary)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the Academic Programs tab (on PowerBI), the 2019 6th Grade Learning Gains is 31% and the 2019 District Average for 6th Grade Learning Gains is 60%. This is a 29 percentage point difference.	The category of Learning Gains in 6th grade students was selected since 6th grade students are vital to the success of YMPA. The 6th grade academic experience sets the foundation for student performance in future courses, which will significantly impact the school grade. This is significant as it identifies a potential area of growth during the upcoming school year.	Student Engagement
	According to the Academic Programs tab (on PowerBI), the 2019 9th Grade	The category of Learning Gains in 9th grade students was selected since 9th grade students are vital to the success of YMPA. The 9th grade	Effective Curriculum

	Learning Gains is 27% and the 2019 District Average for 9th Grade Learning Gains is 49%. This is a 22 percentage point difference.	academic experience sets the foundation for student performance throughout high school, which will significantly impact the school grade. This is significant as it identifies a potential area of growth during the upcoming school year.	and Resource Utilization
	According to the Academic Programs tab (on PowerBI), the 2019 School-Wide Learning Gains is 48% and the 2019 District Average for School-Wide Learning Gains is 58%. This is a 10 percentage point difference.	The category of School-Wide Learning Gains was selected since it is reflective on YMPA’s overall academic performance as a school. This data shows that YMPA has potential for tremendous academic growth if strategies are implemented to improve school-wide academic performance. By improving School-Wide Learning Gains, YMPA will increase their school grade.	Standards-Based Collaborative Planning

Essential Practice for Significantly Decreased Data Findings (Primary)

Student Engagement

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Collaborative Spaces

Primary Essential Practice

Positive Behavior Support (PBS)

Secondary Essential Practice

Empower Teachers And Staff

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Aligned Instruction

Primary Essential Practice

Student Engagement

Secondary Essential Practice

Data-Driven Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they

will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- ♦ *taking ownership for students' learning*
- ♦ *setting high expectations for all learners*
- ♦ *believing in students' ability to learn regardless of barriers*
- ♦ *relentlessly pursuing the implementation of what is right for the students*
- ♦ *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- ♦ *prioritizing activities*
- ♦ *implementing initiatives*
- ♦ *regularly tracking progress*
- ♦ *demonstrating perseverance*
- ♦ *considering innovative actions*
- ♦ *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- ♦ *setting positive expectations*
- ♦ *personally providing instruction*
- ♦ *providing developmental feedback*
- ♦ *choosing the timing and delivery of information*
- ♦ *selecting training and work assignments to build other's capabilities*

- ♦ *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- ♦ *empowering others*
- ♦ *keeping people on the team informed*
- ♦ *ensuring that the team produces as planned*
- ♦ *promoting the morale and performance of a team*
- ♦ *obtaining resources that the team needs to perform*
- ♦ *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The School Leadership supports school-wide initiatives and policies that positively impact all students' academic, social, and emotional needs.

As evidenced by:

As evidenced by 89% of all faculty members stating that appropriate resources are available for a majority of their student population.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will create enhanced initiatives and policies to assure the needs of all students are being addressed at Young Men's Preparatory Academy.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The School Leadership Team supports school-wide initiatives and policies that create a school environment conducive to positive change and sustained results.

As evidenced by:

As evidenced by 95% of all faculty stating they are were informed of school-wide data associated with the School Improvement Process for the 2019 school year.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will continue to participate in school-wide initiatives and policies that will allow for sustained successful results.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The School Leadership Team supports professional development and professional growth activities that provide all instructional staff with strategies to enhance their pedagogical practices.

As evidenced by:

As evidenced by 89% of the faculty reporting they have participated in professional development activities that provided support and resources to implement new instructional strategies.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team will continue to provide school-wide professional development and growth activities to enhance pedagogical practices.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The School Leadership Team attempts to provide school-wide activities that engage all instructional staff members to enhance the overall school environment.

As evidenced by:

As evidenced by 84% of the faculty stating non-opt day professional development activities met their instructional needs.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership will continue to provide professional development and growth activities that positively impact the overall school environment.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Collaborative Spaces

Priority Actions for the Sustained Essential Practice

Young Men's Preparatory Academy will implement a plan that allows for all instructional staff to engage in increased team activities and provide collaborative spaces. Aside from collaborative planning and group professional growth activities, cross-curricular activities and lessons will take place throughout all departments and subject areas throughout the school year.

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Young Men's Preparatory Academy will continue to provide Positive Behavior Support to students. Each teacher will become the mentor to five incoming 6th grade students. Teachers participating will maintain frequent contact with students to ensure their adjustment to the middle school environment. Seventh through 12th grade students will participate in a peer mentoring program. These mentoring programs will help to maintain student behavior as well as facilitate students' perception of a safe and nurturing environment.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions to Enhance the Secondary Essential Practice

Young Men's Preparatory Academy will implement a plan that allows the entire team to participate in the development of a positive school culture. Teachers have the opportunity to participate in collaborative planning activities to share best practices and provide input on improving the school culture.

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

Young Men's Preparatory Academy will provide all instructional staff with professional development and professional growth activities in the area of standards-aligned instruction. During faculty meetings, professional development and professional growth activities will be provided. Additionally, all instructional staff will have the opportunity to share best practices to allow for applicable examples of standards-aligned instruction for all subject areas.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

Young Men's Preparatory Academy will implement collaborative planning, professional development, and professional growth activities to enhance student engagement in all classes and subject areas.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions to Enhance the Secondary Essential Practice

Young Men's Preparatory Academy will provide all instructional staff with increased support in the area of data-driven instruction. Department chairpersons will provide teachers with specific examples of data-driven instruction for each department. During department meetings, regular data reviews will occur and support will be provided to implement the data driven instruction.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If Young Men's Preparatory Academy successfully implements planned activities which include providing teachers with collaborative spaces, implementing positive behavior support, and empowering teachers and staff, then school culture will improve.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If Young Men's Preparatory Academy successfully implements planned activities which include increasing student engagement, implementing data-driven instruction, and implementing standards-aligned instruction, then the school's academic performance will improve.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*

- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description <i>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</i>	Activity Lead <i>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</i>
(08/20/20) AM-PM	<ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> 		

	<ul style="list-style-type: none"> ♦ <i>Priority Actions</i> ♦ <i>Outcome Statements</i> 		
8/20/2020	Ice Breaker	The faculty and staff will complete an ice breaker that will allow faculty and staff to utilize open communication skills to complete the ice breaker activity.	Mr. Pierre Edouard, Principal
8/20/2020	2019-20 School Climate Survey Data Review	The faculty and staff will review the school culture data from the Student and Faculty 2019-20 Climate Surveys. Dr. Menoutis will review all data that was made available through the Climate Survey section of Power PI.	Dr. Jason Menoutis, Assistant Principal
8/20/2020	Distance Learning and Blended Learning	The faculty will participate in activities that will enhance their understanding of the distance learning and blended learning processes. Dr. Carter and Dr. Menoutis will review information provided from Distance Learning A to Z course that provided during Synergy 2020. Topics will include the SAMR Model, Blended Learning Models (flipped, rotation, and dual settings), and 5 Key Dimensions of Online Learning.	Dr. Loris Carter, PD Liaison and Test Chairperson Dr. Jason Menoutis, Assistant Principal
8/20/2020	Priority Actions and Outcome Statements	Priority actions and Outcome statements will be shared with the faculty and staff. The faculty and staff will have an opportunity offer feedback.	Mr. Troy Howard, Lead Teacher
8/20/2020	School Culture and Academic Program Essential Practices	The faculty will discuss and review the School Culture Sustained, Primary, and Secondary Essential Practices. The faculty and staff will have an opportunity offer feedback.	Ms. Rhoda St. Louis, Trust Counselor Mr. Troy Howard, Lead Teacher
8/20/2020	School Culture and Academic Program Essential Practices	The faculty will discuss and review the Academic Programs Sustained, Primary, and Secondary Essential Practices. The faculty and staff will have an opportunity offer feedback.	Ms. Rhoda St. Louis, Trust Counselor Mr. Troy Howard, Lead Teacher

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Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed by the school as described below:

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

- ♦ *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- ♦ *Develop School Culture and Academic Programs Implementation Steps*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.

Implementation Steps Requirements:

- ♦ *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- ♦ *Provide specific implementation dates*
- ♦ *Describe the specific action or activity that will take place*
- ♦ *Include the name(s) and position(s) of the person(s) responsible*
- ♦ *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- ♦ *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

- ♦
- ♦

Quarter 1 Implementation

August 31 – October 16, 2020

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fl DOE.org) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

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Quarter 2 Implementation

November 2 – December 18, 2020

*Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity
Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*



During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE Quarter 1 Implementation (August 31 – October 16, 2020)

School Culture Outcome Statement

The overall school culture of Young Men's Preparatory Academy will improve if the school successfully implements the planned activities that are part of the School Improvement Process, which include increasing teacher's ability to plan collaboratively, participate in professional development and growth activities focused on best practices, and maintain the school-wide student mentorship programs.

Sustained Essential Practice

Collaborative Spaces

Priority Actions for the Sustained Essential Practice

Young Men's Preparatory Academy will implement a plan that allows for all instructional staff to engage in increased team activities and provide collaborative spaces. Aside from collaborative planning and group professional growth activities, cross-curricular activities and lessons will take place throughout all departments and subject areas throughout the school year.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 21 End: Fri, Sept 25	A school-wide PD needs assessment survey will be provided to all faculty members to assess the professional development and growth needs of the faculty.	Loris Carter, PD Liaison	The needs assessment survey results will provide evidence to indicate the survey was provided to all faculty members.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. The results of the surveys will be analyzed and provide the framework for on-campus professional development and growth activities offerings throughout the school year.
Start: Mon,	A review of the professional	Loris Carter, PD	The data review will allow the	This step will be monitored by Loris

Sept 28 End: Fri, Oct 2	development and growth needs assessment survey data will be reviewed by the school leadership team.	Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	school leadership team to create need-based PD and growth activities to the faculty. The PD schedule created based on the needs assessment data will serve as the evidence the needs assessment survey review occurred.	Carter, PD Liaison, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal. This step will be monitored by administrative involvement and the school-wide PD calendar created from the needs assessment data.
Start: Mon, Oct 5 End: Fri, Oct 16	Cross-curricular professional development and planning activities will occur during faculty meetings.	Loris Carter, PD Liaison	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings.
Start: Mon, Oct 5 End: Fri, Oct 16	Collaborative planning and professional growth activities will occur during department meetings in all core subject areas. Each department chairperson will facilitate data reviews, group planning activities, and professional development activities based on the needs of their departments.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each department meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising department meetings.

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Young Men's Preparatory Academy will continue to provide Positive Behavior Support to students. Each teacher will become the mentor to five incoming 6th grade students. Teachers participating will maintain frequent contact with students to ensure their adjustment to the middle school environment. Seventh through 12th grade students will participate in a peer mentoring program. These mentoring programs will help to maintain student behavior as well as facilitate students' perception of a safe and nurturing environment.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
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Start: Mon, Sept 21 End: Fri, Sept 25	Mentorship surveys will be created and distributed to students.	Troy Howard, Lead Teacher	Mentorship program survey results will serve to capture student readiness for serving as mentors.	Jason Menoutis, Assistant Principal and Pierre Edouard, Principal, will review the survey and its results .
Start: Mon, Sept 28 End: Fri, Oct 2	Mentorship surveys will be collected and survey data is reviewed.	Troy Howard, Lead Teacher, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal	The survey results will provide program supervisors with the needs of the middle school mentees.	Pierre Edouard, Principal, and Jason Menoutis, Assistant Principal, will review all survey data, which will serve as the method of matching student mentors and mentees.
Start: Mon, Oct 5 End: Fri, Oct 9	Parent permission forms will be provided to students participating in the student mentorship program.	Troy Howard, Lead Teacher	Parent Permission Form receipts are collected from students, ensuring all students are provided the opportunity to participate in the program.	Pierre Edouard, Principal, and Jason Menoutis, Assistant Principal, will review all survey data, which will serve as the method of matching student mentors and mentees.
Start: Mon, Oct 12 End: Fri, Oct 16	Program supervisors will collect all completed parent permission forms, which is a requirement for participation in the student mentorship program. Student mentor matches will be made by the Mentorship Committee. Student mentors will meet with mentees after they have received their mentorship matches.	Troy Howard, Lead Teacher	A sign-in log of the Mentorship Committee provides evidence of a review of all parent permission forms that are received to determine the participant's eligibility.	Jason Menoutis, Assistant Principal and Pierre Edouard, Principal, will attend the Mentorship Committee meeting and oversee the review.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions for the Secondary Essential Practice

Young Men's Preparatory Academy will implement a plan that allows the entire team to participate in the development of a positive school culture. Teachers have the opportunity to participate in collaborative planning activities to share best practices and provide input on improving the school culture.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
Start: Mon, Sept 21 End: Fri, Sept 25	A school-wide assessment survey will be provided to all faculty members to assess the areas of need regarding school culture.	Loris Carter, PD Liaison	The needs assessment survey results will provide evidence to indicate the survey was provided to all faculty members.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. The results of the surveys will be analyzed and provide the framework for collaborative planning activities.
Start: Mon, Sept 28 End: Fri, Oct 2	A review of the survey data will be reviewed by the school leadership team.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The data review will allow the school leadership team to create need-based collaborative planning activities to the faculty. The PD schedule created based on the needs assessment data will serve as the evidence the needs assessment survey review occurred.	This step will be monitored by Loris Carter, PD Liaison, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal. This step will be monitored by administrative involvement and the school-wide PD calendar created from the needs assessment data.
Start: Mon, Oct 5 End: Fri, Oct 16	School culture-related collaborative planning activities will occur during faculty meetings.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings.
Start: Mon, Oct 5 End: Fri, Oct 16	School culture-related collaborative planning activities will occur during department meetings.	Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising department meetings.

ACADEMIC PROGRAMS
Quarter 1 Implementation
(August 31 – October 16, 2020)

Academic Programs Outcome Statement

If Young Men's Preparatory Academy successfully implements planned activities which include increasing student engagement, implementing data-driven instruction, and implementing standards-aligned instruction, then the school's academic performance will improve.

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

Young Men's Preparatory Academy will provide all instructional staff with professional development and professional growth activities in the area of standards-aligned instruction. During faculty meetings, professional development and professional growth activities will be provided. Additionally, all instructional staff will have the opportunity to share best practices to allow for applicable examples of standards-aligned instruction for all subject areas.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 21 End: Fri, Sept 25	A professional development and growth survey will be distributed to all faculty members at YMPA to conduct a PD needs assessment.	Loris Carter, PD Liaison, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The survey completion rates and completion data will serve as evidence this step was completed.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey completion rates.
Start: Mon, Sept 28 End: Fri, Oct 2	A review of the PD needs assessment survey data and results will occur by all members of the school leadership team.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The survey results and data will serve as evidence this step was completed. Additionally, a PD calendar will be created based on the survey results.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey results and data.
Start: Mon, Oct 5 End: Fri, Oct 16	Standards-aligned instruction related professional development and growth activities will occur during faculty meetings.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings.

Start: Mon, Oct 5 End: Fri, Oct 16	The School Leadership Team will conduct classroom walkthroughs to assess the implementation of standards-aligned instruction in all classrooms.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Walkthrough feedback forms will be completed during each classroom walkthroughs and will provide evidence to indicate this step occurred.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by completing and assessing the walkthrough forms completed during the classroom walkthroughs.
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Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

Young Men's Preparatory Academy will implement collaborative planning, professional development, and professional growth activities to enhance student engagement in all classes and subject areas.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 21 End: Fri, Sept 25	A professional development and growth survey will be distributed to all faculty members at YMPA to conduct a PD needs assessment.	Loris Carter, PD Liaison, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The survey completion rates and completion data will serve as evidence this step was completed.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey completion rates.
Start: Mon, Sept 28 End: Fri, Oct 2	A review of the PD needs assessment survey data and results will occur by all members of the school leadership team.	Loris Carter, PD, Liaison, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal	The survey results and data will serve as evidence this step was completed. Additionally, a PD calendar will be created based on the survey results.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey results and data.
Start: Mon, Oct 5 End: Fri, Oct 16	Student engagement-related professional development and growth activities will	Loris Carter, PD Liaison, Troy Howard, Lead	Meeting agendas and employee sign-in sheets will provide evidence to indicate	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring

	occur during faculty meetings and department meetings.	Teacher, Rhoda St. Louis, Trust Counselor	the activities that occur in each faculty meeting and department meetings.	will occur by reviewing the meeting agendas and actively supervising faculty and department meetings.
Start: Mon, Oct 5 End: Fri, Oct 16	The ESOL teacher will provide professional development and growth activities during faculty meetings to outline strategies and best practices meant to increase student engagement of English Language Learners in all subject areas.	Loris Carter, PD Liaison, Rosa Sierra, ESOL Teacher	Meeting agendas and employee sign-in sheets for will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings.

ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

If you have met expectations with all subgroup(s) input n/a in the next two fields.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

The ESSA subgroup that did not meet the 41% threshold at Young Men's Preparatory Academy is English Language Learners, with English Language Learners receiving a score of 36%.

In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).

During the professional development and growth activities for the faculty at YMPA, the facilitators will outline strategies and best practices for implementing data-driven and standards-aligned instruction for English Language Learners. Additionally, the ESOL teacher will consult with each teacher to assure student data is properly assessed and effective data-based instructional strategies are implemented for all English Language Learners. Furthermore, the ESOL teacher will provide all teachers with training sessions to increase student engagement in English Language Learners.

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions for the Secondary Essential Practice

Young Men's Preparatory Academy will provide all instructional staff with increased support in the area of data-driven instruction. Department

chairpersons will provide teachers with specific examples of data-driven instruction for each department. During department meetings, regular data reviews will occur and support will be provided to implement the data driven instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Sept 21 End: Fri, Sept 25	A professional development and growth survey will be distributed to all faculty members at YMPA to conduct a PD needs assessment.	Loris Carter, PD Liaison, Jason Menoutis, Assistant Principal	The survey completion rates and completion data will serve as evidence this step was completed.	This step will be monitored by Pierre Edouard, Principal, by reviewing and assessing the survey completion rates.
Start: Mon, Sept 28 End: Fri, Oct 2	A review of the PD needs assessment survey data and results will occur by all members of the school leadership team.	Loris Carter, PD, Liaison, Jason Menoutis, Assistant Principal	The survey results and data will serve as evidence this step was completed. Additionally, a PD calendar will be created based on the survey results.	This step will be monitored by Pierre Edouard, Principal, by reviewing and assessing the survey results and data.
Start: Mon, Oct 5 End: Fri, Oct 16	Data-driven instruction related professional development and growth activities will occur during faculty and department meetings.	Loris Carter, PD Liaison, Jason Menoutis, Assistant Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty and department meetings.
Start: Mon, Oct 5 End: Fri, Oct 16	The School Leadership Team will conduct classroom walkthroughs to assess the implementation of data-driven instruction in all classrooms.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal,	Walkthrough feedback forms will be completed during each classroom walkthroughs and will provide evidence to indicate this step occurred.	This step will be monitored by Pierre Edouard, Principal, by completing and assessing the walkthrough forms completed during the classroom walkthroughs.

Parent Family Engagement Plan (PFEP)

SCHOOL CULTURE Quarter 2 Implementation (November 2 – December 18, 2020)

School Culture Outcome Statement

If Young Men's Preparatory Academy successfully implements planned activities which include providing teachers with collaborative spaces, implementing positive behavior support, and empowering teachers and staff, then school culture will improve.

Sustained Essential Practice

Collaborative Spaces

Priority Actions for the Sustained Essential Practice

Young Men's Preparatory Academy will implement a plan that allows for all instructional staff to engage in increased team activities and provide collaborative spaces. Aside from collaborative planning and group professional growth activities, cross-curricular activities and lessons will take place throughout all departments and subject areas throughout the school year.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 9 End: Fri, Nov 13	A school-wide PD needs assessment survey will be provided to all faculty members to assess the professional development and growth needs of the faculty during Q2.	Loris Carter, PD Liaison	The needs assessment survey results for Q2 will provide evidence to indicate the survey was provided to all faculty members.	This step will be monitored by Jason Menoutis, Assistant Principal and Pierre Edouard, Principal. The results of the surveys will be analyzed and provide the framework for on-campus professional development and growth activities offerings throughout the school year.

<p>Start: Mon, Nov 16</p> <p>End: Fri, Nov 20</p>	<p>A review of the professional development and growth needs assessment survey data for Q2 will be reviewed by the school leadership team.</p>	<p>Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal</p>	<p>The data review will allow the school leadership team to create need-based PD and growth activities to the faculty during Q2. The PD schedule for Q2 created based on the needs assessment data will serve as the evidence the needs assessment survey review occurred.</p>	<p>This step will be monitored by Loris Carter, PD Liaison, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal. This step will be monitored by administrative involvement and the school-wide PD calendar created from the needs assessment data.</p>
<p>Start: Mon, Nov 23</p>	<p>Cross-curricular professional development and planning activities</p>	<p>Loris Carter, PD Liaison</p>	<p>Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities</p>	<p>This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard</p>

End: Fri, Dec 18	will occur during faculty meetings during Q2.		that occur in each faculty meeting during Q2.	Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings.
Start: Mon, Nov 23 End: Fri, Dec 18	Collaborative planning and professional growth activities will occur during department meetings in all core subject areas during Q2. Each department chairperson will facilitate data reviews, group planning activities, and professional development activities based on the needs of their departments.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each department meeting during Q2.	This step will be monitored by Jason Menoutis, Assistant Principal and Pierre Edouard, Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising department meetings.

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Young Men's Preparatory Academy will continue to provide Positive Behavior Support to students. Each teacher will become the mentor to five incoming 6th grade students. Teachers participating will maintain frequent contact with students to ensure their adjustment to the middle school environment. Seventh through 12th grade students will participate in a peer mentoring program. These mentoring programs will help to maintain student behavior as well as facilitate students' perception of a safe and nurturing environment.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 9 End: Fri, Nov 13	Program supervisor will provide all mentors and mentees with a program survey to assess the effectiveness of the mentor-mentee matches during Q1.	Troy Howard, Lead Teacher	The survey results will provide the program supervisor with the data needed to adjust mentor-mentee matches during Q2.	Troy Howard, Lead Teacher, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal will review the survey and its results.
Start: Mon, Nov 16	Program supervisor will adjust the mentor-mentee matches as needed during Q2. The new mentors and mentees matches will	Troy Howard,	A sign-in log of the meeting discussing the new mentor-	Troy Howard, Lead Teacher, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal will review

End: Fri, Nov 20	participate in a meeting to discuss their mentor-mentee assignments during Q2	Lead Teacher	mentee matches will serve as evidence of this step.	the new mentor-mentee matches and supervise the mentor-mentee meeting.
Start: Mon, Nov 23 End: Fri, Dec 11	Mentor-mentee meetings will occur throughout Q2.	Troy Howard, Lead Teacher	A sign-in log of the mentor-mentee meetings will serve as evidence of this step.	Troy Howard, Lead Teacher, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal will review the sign-in logs for the mentor-mentee meetings.
Start: Mon, Dec 14 End: Fri, Dec 18	A mentor-mentee survey will be provided to all participants to assess the effectiveness of the program and receive feedback from all participants during Q2.	Troy Howard, Lead Teacher	The survey results will provide program supervisor with data to assess the effectiveness of the mentorship program and feedback from each participant.	Troy Howard, Lead Teacher, Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal will review the survey and its results.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions for the Secondary Essential Practice

Young Men's Preparatory Academy will implement a plan that allows the entire team to participate in the development of a positive school culture. Teachers have the opportunity to participate in collaborative planning activities to share best practices and provide input on improving the school culture.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 9 End: Fri, Nov 13	A school-wide PD needs assessment survey will be provided to all faculty members to assess the areas of need regarding school culture during Q2.	Loris Carter, PD Liaison	The needs assessment survey results will provide evidence to indicate the survey was provided to all faculty members during Q2.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. The results of the surveys will be analyzed and provide the framework for collaborative planning activities during Q2.
Start: Mon, Nov 16	A review of the survey data for Q2	Loris Carter, PD Liaison, Troy Howard,	The data review will allow the school leadership team to create need-based	This step will be monitored by Loris Carter, PD Liaison, Jason Menoutis,

End: Fri, Nov 20	will be reviewed by the school leadership team to establish areas of need regarding school culture.	Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	collaborative planning activities to the faculty during Q2. The PD schedule created based on the needs assessment data will serve as the evidence the needs assessment survey review occurred during Q2.	Assistant Principal, Pierre Edouard, Principal. This step will be monitored by administrative involvement and the school-wide PD calendar created from the needs assessment data for Q2.
Start: Mon, Nov 23 End: Fri, Dec 18	School culture-related collaborative planning activities will occur during faculty meetings throughout Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting during Q2.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings during Q2.
Start: Mon, Nov 23 End: Fri, Dec 18	School culture-related collaborative planning activities will occur during department meetings throughout Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each department meeting during Q2.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising department meetings during Q2.

ACADEMIC PROGRAMS
Quarter 2 Implementation
 (November 2 – December 18, 2020)

Academic Programs Outcome Statement

If Young Men's Preparatory Academy successfully implements planned activities which include increasing student engagement, implementing data-driven instruction, and implementing standards-aligned instruction, then the school's academic performance will improve.

Sustained Essential Practice

Standards-Aligned Instruction

Priority Actions for the Sustained Essential Practice

Young Men's Preparatory Academy will provide all instructional staff with professional development and professional growth activities in the area of standards-aligned instruction. During faculty meetings, professional development and professional growth activities will be provided. Additionally,

all instructional staff will have the opportunity to share best practices to allow for applicable examples of standards-aligned instruction for all subject areas.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 9 End: Fri, Nov 13	A professional development and growth survey will be distributed to all faculty members at YMPA to conduct a PD needs assessment for Q2.	Loris Carter, PD Liaison	The survey completion rates and completion data will serve as evidence this step was completed for Q2.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey completion rates during Q2.
Start: Mon, Nov 16 End: Fri, Nov 20	A review of the PD needs assessment survey data and results for Q2 will occur by all members of the school leadership team.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The survey results and data will serve as evidence this step was completed. Additionally, a PD calendar for Q2 will be created based on the survey results.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey results and data for Q2.
Start: Mon, Nov 23 End: Fri, Dec 11	Standards-aligned instruction related professional development and growth activities will occur during faculty meetings throughout Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting during Q2.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings during Q2.
Start: Mon, Dec 14 End: Fri, Dec 18	The School Leadership Team will conduct classroom walkthroughs to assess the implementation of standards-aligned instruction in all classes during Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Walkthrough feedback forms will be completed during each classroom walkthroughs and will provide evidence to indicate this step occurred during Q2.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing the walkthrough forms completed during the classroom walkthroughs that take place during Q2.

Primary Essential Practice

Student Engagement

Priority Actions for the Primary Essential Practice

Young Men's Preparatory Academy will implement collaborative planning, professional development, and professional growth activities to enhance student engagement in all classes and subject areas.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 9 End: Fri, Nov 13	A professional development and growth survey will be distributed to all faculty members at YMPA to conduct a PD needs assessment for Q2.	Loris Carter, PD Liaison	The survey completion rates and completion data will serve as evidence this step was completed for Q2.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey completion rates during Q2.
Start: Mon, Nov 16 End: Fri, Nov 20	A review of the PD needs assessment survey data and results for Q2 will occur by all members of the school leadership team.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The survey results and data will serve as evidence this step was completed. Additionally, a PD calendar for Q2 will be created based on the survey results.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey results and data for Q2.
Start: Mon, Nov 23 End: Fri, Dec 18	Student engagement related professional development and growth activities will occur during faculty meetings throughout Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting during Q2.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings during Q2.
Start: Mon, Nov 23 End: Fri, Dec 18	The ESOL teacher will provide professional development and growth activities during faculty meetings to outline strategies and best practices meant to increase student engagement of English Language Learners in all subject areas throughout Q2.	Loris Carter, PD Liaison, Rosa Sierra, ESOL Teacher	Meeting agendas and employee sign-in sheets for will provide evidence to indicate the activities that occur in each faculty meeting.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings during Q2.

Secondary Essential Practice

*Data-Driven Instruction***Priority Actions for the Secondary Essential Practice**

Young Men's Preparatory Academy will provide all instructional staff with increased support in the area of data-driven instruction. Department chairpersons will provide teachers with specific examples of data-driven instruction for each department. During department meetings, regular data reviews will occur and support will be provided to implement the data driven instruction.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 9 End: Fri, Nov 13	A professional development and growth survey will be distributed to all faculty members at YMPA to conduct a PD needs assessment for Q2.	Loris Carter, PD Liaison	The survey completion rates and completion data will serve as evidence this step was completed for Q2.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey completion rates during Q2.
Start: Mon, Nov 16 End: Fri, Nov 20	A review of the PD needs assessment survey data and results for Q2 will occur by all members of the school leadership team.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	The survey results and data will serve as evidence this step was completed. Additionally, a PD calendar for Q2 will be created based on the survey results.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing and assessing the survey results and data for Q2.
Start: Mon, Nov 23 End: Fri, Dec 11	Data-driven instruction related professional development and growth activities will occur during faculty meetings throughout Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor	Meeting agendas and employee sign-in sheets will provide evidence to indicate the activities that occur in each faculty meeting during Q2.	This step will be monitored by Jason Menoutis Assistant Principal, and Pierre Edouard Principal. Monitoring will occur by reviewing the meeting agendas and actively supervising faculty meetings during Q2.
Start: Mon, Dec 14 End: Fri, Dec 18	The School Leadership Team will conduct classroom walkthroughs to assess the implementation of data-driven instruction in all classes during Q2.	Loris Carter, PD Liaison, Troy Howard, Lead Teacher, Rhoda St. Louis, Trust Counselor, Jason Menoutis, Assistant Principal, Pierre Edouard, Principal	Walkthrough feedback forms will be completed during each classroom walkthroughs and will provide evidence to indicate this step occurred during Q2.	This step will be monitored by Jason Menoutis, Assistant Principal, and Pierre Edouard, Principal, by reviewing the walkthrough forms completed during the classroom walkthroughs that take place during Q2.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

The steps taken by Young Men's Preparatory Academy address Level 1: Accelerating Student Learning include: - following master schedule guidelines for middle and high schools to properly place students in grade level courses and interventions, - prioritizing the most critical skills and knowledge for each subject and grade level and adjust the Pacing Guides accordingly, - diagnosing students' unfinished learning and providing acceleration support using available data tools, - administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps, - continuously monitoring students' progress on grade-appropriate, standards-aligned assignments that work in online and face-to-face settings and adjust supports as necessary.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

The steps taken by Young Men's Preparatory Academy address Level 2: Assessing and Addressing Student Learning Gaps include: - identify what students know and can do through diagnostic and/or baseline assessments including iReady diagnostics, district-developed interim assessments and topic assessments, - implement targeted, standards-based lessons and use computer-assisted learning software during differentiated, small-group instruction or individualized instruction, - use decision-making tools (such as the ESE Learning Loss Index, the ELL Learning Loss Index, MTSS Flowchart, and i-Ready Implementation Guide) to determine tiered instruction and services for students, - provide intervention opportunities to targeted Tier 2 and 3 students, - continue assessing students using formative assessment tools to further inform instruction and remediation.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

The steps taken by Young Men's Preparatory Academy address Level 3: Providing Extended Learning Opportunities include: - provide all students with the opportunity to participate in before or after-school tutoring in both virtual and face-to-face modalities, - provide all students with homework assistance in all academic areas, - provide targeted academic interventions before and after-school programs.