

Grand Prairie Independent School District
Young Men's Leadership Academy
2020-2021 Campus Improvement Plan

Mission Statement

Our mission is to meet the unique needs of young men by providing an outstanding college preparatory curriculum preparing them for lives of responsibility and leadership in a globally competitive world.

Value Statement

Boys Yesterday, Young Men Today, Leaders of Tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Young Men's Leadership Academy (YMLA) at Kennedy Middle school was founded in 2011 to meet the unique needs of the adolescent males in the Grand Prairie ISD. Our total enrollment is 645 student. Our diverse student population breaks down as follows:

- 221 6th grader
- 212 7th graders
- 201 8th graders
- 78% Hispanic
- 12% African-American
- 10% White & other

Additionally, 81% of student population is on free/reduced lunch thus our Title 1 designation.

Demographics Strengths

YMLA teachers are 100% highly qualified, as defined by TEA. We have a total of 46 teachers: 25 male and 21 female

Additionally, 41% of our teachers have advanced degrees. 3 are certified as an administrator. 18 are certified as ESL teachers and 25 teachers have attended SIOP training with the past 3 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): YMLA has identified the need to attract students from all demographic groups as well as a variety of socioeconomic backgrounds. **Root Cause:** Historically, YMLA has not aggressively recruited outside of "home" attendance zone.

Problem Statement 2: YMLA's enrollment has remained stagnant for the past 18 months. **Root Cause:** YMLA does not have a widely known brand nor a significant social media presence.

Student Learning

Student Learning Summary

YMLA students score competitively, at district average or higher in the following STAAR tested subjects:

May 2019: English I, Algebra I, 8th grade Social Studies, and 8th grade Science.

Students are still struggling in the areas of ELA and Math, as evidenced by STAAR scores in the Spring of 2019 being below the state and district average.

https://drive.google.com/file/d/1SVtQMX_Y5rxUTM264yHHwuEASfugL4jy/view?usp=sharing (ELA Data)

https://drive.google.com/file/d/1RW1V0jZ0yu5g_4RQ6A5_jp0LpGyQrRR-/view?usp=sharing (Math Data)

Student Learning Strengths

2019 STAAR data indicated 8th grade YMLA students out performed other students in GPISD in areas of Social Studies, English I, and Algebra I.

8th Grade Social Studies: 71% Approaches, 32% Meets, and 15% Masters

English I: 100% Approaches, 100% Meets, and 60% Masters

Algebra I: 100% Approaches, 97% Meets, and 97% Masters

In addition, Young Men's Leadership Academy earned a Distinction in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): YMLA students still struggle in ELA Reading and Writing in all grade levels. **Root Cause:** Students literacy and reading comprehension remains low. In addition, the EL population struggles to score at expected ranges.

Problem Statement 2: Decrease in Math scores. **Root Cause:** Loss of key teachers over the last 3 years.

School Processes & Programs

School Processes & Programs Summary

The YMLA AVID program continues to be one of the best middle school programs in the district. During the 19-20 school year, YMLA has revamped their restorative behavior class (Chi) which replaces the traditional ISS program.

YMLA initiated a new KickStart program, to further develop leadership skills in our young men.

We continue to grow our STEM program and now have a full time FTE dedicated to engineering program. This year, YMLA has purchased a new leadership curriculum (Leadworthy) and we are looking to expand our program in order to ensure all 6th graders are reached and we can add advanced leadership classes.

YMLA has successfully implemented the One School, One Book program for a third year and continues to grow and improve the program.

Additionally, in order to retain our new hires and grow new teachers, we have revised and improved our new teacher induction program. They have been assigned a mentor, will attend monthly meetings and training, participate in a book study, receive frequent informal and formal walk throughs and observe a master teacher to see a successful YMLA teacher engaging our young men.

YMLA is fortunate to be staffed with 2 assistant principals, an academic dean and an academic facilitator.

School Processes & Programs Strengths

YMLA's AVID site team is staffed by passionate veteran staff members who will ensure AVID succeeds at YMLA. More than 75% of the students in AVID are recognized on the "A" or "A/B" Honor Roll.

YMLA's IMS continues to be an extremely valuable resource as we work towards training all faculty and staff to utilize the suite of google products.

Canvas is being utilized by teachers to deliver content and receive professional development.

Over 60% of our veteran staff returned to YMLA and continue to be passionate about the mission of YMLA to educate young men of character.

The YMLA STEM program has won grants that have provided the program a space lab, sphero balls and a flight simulator.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Compliance of a more rigorous structure. **Root Cause:** Students feeder campus prior to YMLA are less structured compared to our programming and processes.

Problem Statement 2: Limited options for the students in elective areas. **Root Cause:** Lack of funding for FTEs for new programs.

Perceptions

Perceptions Summary

The students at YMLA are divided into 6 houses across all grade levels. The houses are led by veteran teachers and 8th grade students who were hand picked to lead our young men.

YMLA continues to adhere to and enforce a uniform dress code. The faculty models professional dress code including a Dress-up Thursdays for all faculty and students.

We will continue to describe, model and practice leadership behaviors throughout the day in each classroom. Character development is imbedded in daily classroom management activities and campus culture.

All faculty and staff utilize CKH strategies on a daily basis to build relationships with our young men

We continue to train students to lead programs on campus.

Perceptions Strengths

The dress code remains the same from 18-19. It was simplified and modified with student and community input. YMLA partnered with a vendor to create and provide uniforms with embroidered emblems.

The majority of the administrators and teachers are returning from the 18-19 school year. Continuity has been an issue at YMLA. Principal, AP and counselor turnover is no longer identified by the faculty as a concern and a constraint to progress.

YMLA continues to have a high participation rate in all sports, UIL activities as well as NON-UIL activities. After school clubs are well attended and meet regularly.

YMLA has improved and expanded its mentor program. 30 faculty members are mentoring students via Handprints on Hearts. 8th grade students are mentoring 6th grade students through advisory activities.

YMLA teachers will continue to receive CKH and ELPS training in order to better serve our student population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low parent engagement **Root Cause:** Limited parent volunteers possibly due to community needs.

Priority Problem Statements

Problem Statement 1: YMLA has identified the need to attract students from all demographic groups as well as a variety of socioeconomic backgrounds.

Root Cause 1: Historically, YMLA has not aggressively recruited outside of "home" attendance zone.

Problem Statement 1 Areas: Demographics

Problem Statement 2: YMLA students still struggle in ELA Reading and Writing in all grade levels.

Root Cause 2: Students literacy and reading comprehension remains low. In addition, the EL population struggles to score at expected ranges.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Goals

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase academic achievement for all students as measured by district and state assessment performance and growth.

Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: District Data Sources and State Accountability Ratings and Reports

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Performance Objective 2: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.




Evaluation Data Sources: PLC rosters, training agendas, intervention documentation, tutoring records

Strategy 1: STAAR tested subjects have PLC every day in addition to conference. Strategy's Expected Result/Impact: Increase in STAAR scores versus 2018 scores Staff Responsible for Monitoring: Teachers and ALL Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)





Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1: Increase community outreach efforts- publicity and marketing Strategy's Expected Result/Impact: Increase in applications to enter YMLA Staff Responsible for Monitoring: Principal, All admin, IMS, Parent Liason Title I Schoolwide Elements: 2.6, 3.1, 3.2	Reviews			
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Performance Objective 4: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)





Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

<p>Strategy 1: YMLA's College Career Readiness Plan was created to increase enrollment in pre-AP classes. A key strategy is to recruit and support new AVID students</p> <p>Strategy's Expected Result/Impact: Greater number of students prepared and enrolled in pre-ap classes. Students enrolled in AVID will implement the strategies received in the AVID class.</p> <p>Staff Responsible for Monitoring: Dean of students, counselors, AVID teacher</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Reviews			
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Performance Objective 5: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.





Evaluation Data Sources: PEIMS data, completion rates. STAAR data, GPISD progress reports

<p>Strategy 1: Closely monitor attendance rates and conference with individual students and parents to address attendance issues.</p> <p>Strategy's Expected Result/Impact: School wide attendance rate to increase by 2%. Goal is 97%</p> <p>Staff Responsible for Monitoring: APs, attendance clerk and counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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Performance Objective 6: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)





Evaluation Data Sources: tutoring records, prescriptive interventions documentation

<p>Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. Strategy's Expected Result/Impact: Connect students and families to outside resources to address student needs not provided by GPISD Staff Responsible for Monitoring: Counselor, Parent Liaison, Administrators, Nurse, LSSP Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement appropriate supports and interventions to increase Sped Students' academic success. Strategy's Expected Result/Impact: Increase in student performance outcomes both in the classroom and states/national assessments. Staff Responsible for Monitoring: Principal, Diagnostician, AP's, Core teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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Performance Objective 7: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.





Evaluation Data Sources: Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

<p>Strategy 1: Teachers will utilize CKH strategies with students on a daily basis, deliver and implement advisory lessons and counselors will present guidance lessons to all grade levels.</p> <p>Strategy's Expected Result/Impact: Improve student teacher relationship and improve climate & culture at YMLA</p> <p>Staff Responsible for Monitoring: All faculty & Staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 8: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.





Evaluation Data Sources: Attendance Reports.

<p>Strategy 1: Review weekly reports and meet with students to identify truancy issues. Implement attendance contracts to ameliorate truancy court referrals. Meet with parents face to face to address attendance issues.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate to 97% and reduce the number of students having to attend Saturday school to make up hours.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administrators, counselors, Truancy Officers</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.





Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

<p>Strategy 1: All teachers will receive 2 walk throughs minimum each semester. targeted teachers will receive 5+ walk throughs to assist developing new or struggling teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize TTESS feedback to adjust instruction and thus improve academic achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrators will receive training on the utilization of EDUGENCE to provide effective feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will receive feedback on current practices and pedagogy</p> <p>Staff Responsible for Monitoring: All TTESS Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
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Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Evaluation Data Sources: retention data, recruitment data

<p>Strategy 1: YMLA will host student teachers across all core subjects to recruit potential candidates for the 19-20 school year.</p> <p>Strategy's Expected Result/Impact: Student teachers will apply to work to YMLA or GPISD at the end of their assignment</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Improving our school brand via our social media presence. Frequent updates to Facebook, Twitter, Instagram and school website. Updates will highlight campus culture and climate, focusing on what makes YMLA unique</p> <p>Strategy's Expected Result/Impact: Increased inquiries and applicants during the spring semester 2019 and summer 2019.</p> <p>Staff Responsible for Monitoring: Principal and IMS</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 1: GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.





Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

<p>Strategy 1: YMLA parent liaison will be present at YMLA activities (met the teacher, football games, basketball games) and recruit parents to assist with PTA and/or the CIC.</p> <p>Strategy's Expected Result/Impact: Increase parental presence at Muffins with mom, Donuts with dads, PTA meetings and CIC meetings.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: BOY, MOY and EOY CIC meetings to review, edit and improve CIP.</p> <p>Strategy's Expected Result/Impact: Monitor attendance at CIC meetings and work toward increasing attendance at subsequent meetings.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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Performance Objective 2: Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.





Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

<p>Strategy 1: Parent & Student workshop focusing on drug prevention and awareness. Workshop will be held in the library after school.</p> <p>Strategy's Expected Result/Impact: Raise awareness of relevant substance abuse issues. Increase contact with community.</p> <p>Staff Responsible for Monitoring: Counselors and Parent Liaison</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: YMLA will host Texas scholars day and Veterans day program.</p> <p>Strategy's Expected Result/Impact: Invite community members to present to the students. Strengthen ties with GP community members.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Reviews			
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Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.





Evaluation Data Sources: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

<p>Strategy 1: Each core content area will host an academic night on a rotation beginning Q3. ELA will host in January. Math will host in February. Strategy's Expected Result/Impact: Increase in parental involvement. Impact relational capacity with all of YMLA stakeholders. Staff Responsible for Monitoring: Academic Dean, Core content staff, Principal and Academic Facilitator Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Host open house in Spring 2018 to showcase our fine arts programs, AVID, clubs and student organizations. Strategy's Expected Result/Impact: Increase parent community turnout in comparison to the 2018 open house. Staff Responsible for Monitoring: All Admin, teachers and counselors Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
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Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4).

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.





Evaluation Data Sources: Campus inventory, purchase orders, usage data

<p>Strategy 1: Design and equip a mac lab at YMLA</p> <p>Strategy's Expected Result/Impact: Increased technology integration into teacher lessons. Increase teacher capacity and comfort with apple apps. Ultimately, increase student engagement.</p> <p>Staff Responsible for Monitoring: IMS & Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: IMS will provide multiple professional development opportunity to teachers before, after and during school to increase teacher capacity and ability to integrate technology into daily lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will integrate technology into their lesson plans, twice per 9 weeks. Students will utilize iPads to create and present original products that demonstrate mastery of TEKS/SEs, once per 9 weeks.</p> <p>Staff Responsible for Monitoring: IMS and administrators. Feedback will be provided by IMS and administrators to teachers, formally and informally.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

<p>Strategy 1: IMS will demonstrate a variety of programs/applications to provide teachers tools to improve technology implementation into lessons.</p> <p>Strategy's Expected Result/Impact: Assist teachers in moving classes to a 100% digital platform.</p> <p>Increase student engagement.</p> <p>Develop students' technological skills.</p> <p>Staff Responsible for Monitoring: IMS, teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. This includes the continuance to grow and refine our SEL discipline program, Chi. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Sources: Incident reports. BOE report format.

<p>Strategy 1: YMLA will execute monthly safety drills, staff emergency management training, and make necessary adjustments noted in our monthly safety audit to ensure a safe and secure environment for all students and staff under our guidance.</p> <p>Strategy's Expected Result/Impact: 100% compliance with all local, state and federal safety requirements.</p> <p>100% of students and staff will be able to respond appropriately to any emergency.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Support Staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. This includes the continuance to grow and refine our SEL discipline program, Chi. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)


Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Sources: Incident reports.

<p>Strategy 1: YMLA will implement a positive behavior support system that will support and encourage positive choices and random acts of kindness.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of referrals written by teachers as compared to 16-17 school year.</p> <p>Decrease in the number of bullying reports filed at the district level as compared to 16-17 school year.</p> <p>Decrease numbers of students in out of school suspensions as compared to 16-17 school year.</p> <p>Staff Responsible for Monitoring: All faculty and staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 6: Online Professional Development: Teachers need continued online training in order to better prepare for either 100% virtual learning or hybrid learning. Measurements: Teacher survey and feedback, teacher online presence, staff training documentation, PLC and online walkthroughs.