

Miami-Dade County Public Schools

Kipp Miami Liberty City



2022-23 Schoolwide Improvement Plan

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Kipp Miami Liberty City

3000 NW 110TH STREET, Miami, FL 33167

[no web address on file]

Demographics

Principal: Monica Kress

Start Date for this Principal: 7/27/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-10
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: F (27%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Kipp Miami Liberty City

3000 NW 110TH STREET, Miami, FL 33167

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-10	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2021-22	2020-21
Grade	F	F

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

KIPP Miami seeks to create and sustain high-achieving and inspiring community schools that battle inequity by empowering students to develop the skills, character strengths, and habits to thrive in college and beyond, shape their futures, and positively impact the world.

Provide the school's vision statement.

At KIPP Miami, we seek to unleash the power, passion and wisdom within each student so their light can shine brightly. Their light will make them the future citizens and equity leaders of our local and global communities. Students honor themselves and their communities by critically questioning, innovating and solving the problems of tomorrow. Students believe in the “beautiful struggle” – the belief every challenge is a ray of opportunity. KIPPsters seek excellence, hope and joy in all that they do because they know education will give them the power, opportunities and freedom to change their world and their place within it and light the path for others to do the same.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Schmidt, charlie	Executive Director	Oversee academic program and accountable to student results.
Tripodo, Andrew		Review lesson plans, drive curriculum implementation, progress monitor ELA results and provide coaching and feedback to teachers and assistant principals.
Valdes, Jaclyn		Provide coaching and support to our ESE teachers. Monitors for IEP compliance and monitors intervention data.
Aguda, Sarba	Chief Academic Officer	Manage all academic strategy, priorities, data, assessment and curriculum.

Demographic Information

Principal start date

Friday 7/27/2018, Monica Kress

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

101

Total number of students enrolled at the school

1,052

Identify the number of instructional staff who left the school during the 2021-22 school year.

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

39

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	132	142	148	184	60	126	120	115	121	0	0	0	0	1148
Attendance below 90 percent	29	43	40	71	18	37	17	32	47	0	0	0	0	334
One or more suspensions	0	3	3	8	1	14	16	42	42	0	0	0	0	129
Course failure in ELA	0	7	10	13	0	2	0	0	1	0	0	0	0	33
Course failure in Math	0	3	9	7	0	8	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	11	53	44	40	47	0	0	0	0	227
Level 1 on 2022 statewide FSA Math assessment	0	0	0	40	3	47	40	49	51	0	0	0	0	230
Number of students with a substantial reading deficiency	0	0	0	40	34	67	49	92	75	0	0	0	0	357

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	9	48	21	61	49	75	70	0	0	0	0	339

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	2	42	0	1	1	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/29/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	129	121	134	97	85	55	103	94	88	0	0	0	0	906
Attendance below 90 percent	46	47	54	47	39	16	34	50	55	0	0	0	0	388
One or more suspensions	4	3	5	5	18	16	46	45	43	0	0	0	0	185
Course failure in ELA	9	12	15	0	3	0	0	1	0	0	0	0	0	40
Course failure in Math	3	9	10	0	9	0	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	1	51	61	44	44	49	41	0	0	0	0	291
Level 1 on 2019 statewide FSA Math assessment	0	0	1	54	55	40	53	54	54	0	0	0	0	311
Number of students with a substantial reading deficiency	0	0	1	86	77	49	97	81	81	0	0	0	0	472

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	10	11	72	69	49	79	75	76	0	0	0	0	449

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	2	54	1	0	1	0	0	0	0	0	0	60
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	16%	62%	57%					63%	61%
ELA Learning Gains	30%	62%	55%					61%	59%
ELA Lowest 25th Percentile	36%	55%	46%					57%	54%
Math Achievement	22%	61%	55%					67%	62%
Math Learning Gains	45%	69%	60%					63%	59%
Math Lowest 25th Percentile	48%	65%	56%					56%	52%
Science Achievement	11%	54%	51%					56%	56%
Social Studies Achievement	35%	78%	72%					80%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	6	29	43	11	36	33	6	7			
ELL	15	29		27	61						
BLK	14	28	34	21	44	45	10	30			
HSP	35	46		39	53			73			
FRL	16	30	36	22	45	48	12	33			
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD		14	20	4	21	25		11			
ELL	38	70		33							
BLK	15	27	22	11	19	33	5	38			
HSP	31	50		34	38						
FRL	16	29	24	13	20	32	5	41			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	28

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

KIPP Miami earned an F on the report card last year. In ELA, in most grade levels, less than 20% of students demonstrated grade level proficiency. In Math, in most grade levels, less than 25% of students demonstrated grade level proficiency. While year-over-year growth was showing some growth in grade levels or amongst some cohorts, the growth was minimal and not enough to ensure students would meet grade level proficiency before graduating high school if they stayed on the same academic trajectory.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our achievement data showing the greatest need for improvement demonstrated in the areas where we saw decreased proficiency on the FSA from SY21-SY22. The following grades and subjects had decreased proficiency:

- Grade 5 ELA (-6%)
- Grade 6 ELA (-5%)
- Grade 5 Math (-1%)

Grade 5 Science (-1%)
Civics (-4%)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The factors contributing to our need for improvement included:

Disruption to learning during the COVID pandemic causing students and teachers to often be absent from school along with several personnel changes within our academic leadership caused inconsistency in the implementation and execution of our academic programming.

The new actions that we will take include:

#1: Academics

- We are adopting brand new curriculum in literacy and math. Academic intervention time set aside for students to engage in individualized and small group instruction during an intervention block using i-Ready, etc.
- We will implement after school tutoring and Saturday school programming.
- We have improved a range of practices related to ESE that will produce improved compliance, results, and experiences for our students.

#2: Instructional Coaching

- Teaching with exemplars in hand will enable teachers to real-time coach students towards the exemplar during urgent monitoring.
- Content-based and cascaded coaching and professional development on a weekly and monthly basis, to support development of a wide range of strategies needed to drive student achievement, staff retention, and overall school health.

#3: Turn Around Efforts

- Normed progress monitoring systems / measurement tools, to routinely check-in on progress against our priorities and on student growth and achievement over time. Our progress monitoring will include weekly walk-through trackers and bi-weekly formative assessments via i-Ready.
- An incentive for teacher performance on i-Ready growth goals. A clear and concrete strategy for improving outcomes on GPA and new standardized tests STAR/FAST/PM.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We increased proficiency on the FSA from SY21-SY22 in the following grades and subjects:

Grade 3 ELA (+5)
Grade 4 ELA (+11)
Grade 7 ELA (+8)

Grade 3 Math (+10)
Grade 4 Math (+11)
Grade 6 Math (+14)
Grade 7 Math (+8)

On i-Ready ELA, we had 52% of students meet their typical growth goals and 23% of students meet their stretch growth goals (+25 and +9, respectively compared to SY21 i-Ready EOY diagnostic).

On i-Ready Math, we had 50% of students meet their typical growth goals and 23% of students meet

their stretch growth goals (+24 and +12, respectively compared to SY21 i-Ready EOY diagnostic).

These i-Ready results show that our students grew more in the 2021-22 school year than they did the previous year; however, as noted above, the amount of growth they made was not sufficient to push them to proficiency in many spots on the FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

School year 2021-22 was the first year we implemented an intervention block in every schedule. This was a designated space for students to engage in personalized instruction on i-Ready and receive individual or small group support from a teacher.

The increases in math proficiency are a result of increased professional development and coaching (examples: unit launches, lesson internalization, model teaching from a coach). There was also a push for exit ticket tracking and responding to exit ticket data in math specifically that led to increased progress monitoring and data driven instruction.

What strategies will need to be implemented in order to accelerate learning?

All of the strategies listed above in the actions we will take to address our need for improvement will accelerate student learning. Specifically: academic intervention, ESE program improvements, teaching with exemplar in hand, and normed progress monitoring systems. These will accelerate learning by having a laser focus on academic performance and leveraging tiered/differentiated student support.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are implementing a range of professional development opportunities including:

Cascading monthly PD approach: We have built out a schedule where leaders receive professional development on the key academic indicators for the month and prepare to turnkey that same professional development to teachers on designated monthly PD days. The PD is therefore cascaded from instructional leaders to teachers.

Weekly school-based teacher PD: Each grade band has created a long-term plan for weekly professional development that includes time for content team meetings, subject/grade level data analysis, student work protocols, and schoolwide culture.

ELA/Math content coaching for APs weekly: Our APs receive weekly coaching from an Achievement Director, which include standards breakdown, looking at student work protocols, walkthrough of classrooms, and action planning.

Real-time coaching for teachers: Assistant principals and school leaders engaged in intensive training over the summer to learn how to coach in real-time. Every teacher receives an observation at least every week. The purpose of the real-time coaching is to help teachers more immediately and effectively implement teaching practices that they have learned in professional development.

One-on-ones (O3s) that include teachbacks: Every single teacher receives a weekly O3 with their coach. This year, we are improving O3s by training leaders on the “instructional core” of this meeting, which includes debriefing an observation, identifying the highest level action step, and practicing that action step with an upcoming lesson. This time will provide teachers with the ongoing feedback they need to improve their practice.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition to our listed strategies we will implement strategic tutoring afterschool and Saturday school. Our focus will be on students who are not yet meeting grade level proficiency in math, ELA, or civics.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We selected Instructional Practice as the key area of focus #1. In reviewing data, we noted significant need in student achievement outcomes. On the FSA, in ELA, in most grade levels, less than 20% of students demonstrated grade level proficiency. In Math, in most grade levels, less than 25% of students demonstrated grade level proficiency. While year-over-year growth was achieved in some grade levels or amongst some cohorts, the growth was minimal and not enough to ensure students would meet grade level proficiency before graduating high school if they stayed on the same academic trajectory.

Measurable

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

In one year, 30% of students will reach mastery on internal Math assessments.
 In one year, 38% of students will reach mastery on internal ELA assessments.
 In one year, 60% of students will reach the Typical Growth metric in the iReady Math Intervention platform.
 In one year, 30% of students will reach the Stretch Growth metric in the iReady Math Intervention platform.
 In one year, 60% of students will reach the Typical Growth metric in the iReady Reading Intervention platform.
 In one year, 30% of students will reach the Stretch Growth metric in the iReady Reading Intervention platform.

Progress will be monitored through the creation and weekly inputs to the Regional Goals Dashboard that includes:
 % students growing from Standards Mastery Quizzes to Standards Mastery Quizzes in Reading & Math
 % students grow from Mid Quarter Quizzes to Quarterly Assessments in Reading & Math
 % of students logging into iReady intervention platform in Reading & Math
 % of students meeting the 40 minute per week usage target on iReady intervention platform in Reading & Math
 % of students passing at least 2 lessons on iReady intervention platform in Reading & Math

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

The dashboard will be updated and reviewed at our regional Academic Team Meeting which will consist of a 1 hour analysis of our goals dashboard and next steps and a 1 hour walk through to collect data on how these extra supports are impacting teacher practice and student learning throughout the region.

Person responsible for monitoring outcome:

charlie Schmidt (cschmidt@kippmiami.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Our two key evidenced based strategies in this focus area are the implementation of standards based (BEST) curricula and implementation of regularly scheduled and monitored intervention (i-Ready).

Rationale for Evidence-based Strategy:	Reveal Research (https://cdn.edreports.org/series/ag9zfmVkcMvwb3J0cy13ZWJyHAsSCVB1Ymxpc2hlchgNDAsSBINlcmllcxiOAQw/publisher-background.pdf)
Explain the rationale for selecting this specific strategy.	MathNation Research (https://www.mathnation.com/fl/impact/) CKLA Research (https://www.coreknowledge.org/our-approach/results-research/research-studies/) Amplify ELA: The Research Behind the Program (https://amplify.com/wp-content/uploads/2019/12/ELA_The-research-behind-the-program.pdf)
Describe the resources/criteria used for selecting this strategy.	ESSA Evidence: Impact of Amplify English Language Arts 6–8 (https://amplify.com/wp-content/uploads/2022/05/Impact-of-Amplify-English-Language-Arts-6-8-ESSA-Evidence-Tier-II.pdf) i-Ready Research Overview (https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Leaders:

Kayla Johnson
Tondra Collins
Jodimae Lyttle
Luis Nobriga

School Leaders are responsible for walkthroughs, observations, coaching, and debrief. They also ensure teachers are executing the curricula and delivering timely assessments.

Achievement Directors:

Elana Jaret
Andrew Tripodo
Ariel Amaya

Achievement Directors are responsible for the quality and consistency of content team meetings, weekly data analysis from iReady Standards Mastery Quizzes, and pacing/adjustments to curricula and assessments.

Additional regional supports:

Charlie Schmidt
Jaclyn Valdez
Jennifer de la Torriente

These regional leaders are responsible for walkthroughs, observations and feedback, data analysis, professional development, coaching and course correction, and implementation.

Person Responsible charlie Schmidt (cschmidt@kippmiami.org)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus	
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our 21-22 SY FSA, iReady and SAT-10, and TNTP Staff data, we will provide more intentional, targeted professional development in order to support teacher development and improve student academic outcomes. Leaders and teachers felt consistent observations, coaching and instructional walkthroughs were not occurring on a frequent basis and/or had more opportunities for alignment for instructional excellence. Therefore, we want to develop a more consistent, focused plan for teacher development which will facilitate teachers and administrators working collaboratively towards the improvement of instructional delivery and engagement. This will also create an equitable development experience for all teachers across all four schools.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On our tri-annual regional survey (TNTP) will measure the following outcomes from teacher experience with instructional coaching: 100% of teachers will agree that they have a weekly one on one meeting with their instructional coach 90% of teachers receiving weekly micro goals based on instructional observations 90% of teachers with a visible exemplar (lesson plan) 90% of classrooms meeting quarterly phase targets 100% on School Leadership Team walkthrough weekly complete with action steps 85% of staff agree/ strongly agree that to the TNTP survey question "In the last 7 days I have received praise" 85% of staff agree/ strongly agree that to the TNTP survey question "There is someone at work who encourages my development" 100% of teachers get 4 content team meetings a month
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Regional goals dashboard which will track the frequency and quality of each evidence based-strategy. This will be updated and reviewed at our regional Academic Team Meeting which includes Executive Director, Chief Academic officer, Achievement Directors, Associate Director for Teacher Development, Director of ESE. This two hour meeting will consist of a 1 hour analysis of our goals dashboard (see Measurable Outcomes) and next steps based on what the data is saying and a 1 hour walk through to collect data on how these extra supports are impacting teacher practice and student learning throughout the region.
Person responsible for monitoring outcome:	Sarba Aguda (saguda@kippteamandfamily.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	- Progress monitoring tools focused on monthly professional development areas to create an aligned language and vision (i.e. Strong Start, Furious 50, Negative Splits, Spring Fever, and Purposeful Finish) Weekly, data-driven Regional Leader walkthroughs - All teachers receive weekly, one on one coaching from an instructional coach and have an updated microgoal within SchoolMint Grow - All teachers will participate in weekly content team meetings led by an instructional coach - All academic and observational data will be collected and analyzed on a weekly basis by regional and school based teams to provide feedback and create driven action plans that drive student results.
Rationale for Evidence-	The professional development, monitoring, and systematizing of our regional quarterly priorities will promote alignment across stakeholders for what the bar of excellence looks

**based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.
Describe the
resources/
criteria used
for selecting
this strategy.**

like. When this bar is upheld, we will have used data that informs our strategic plans and drives instructional coaching to improve student outcomes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Leaders:
Kayla Johnson
Tondra Collins
Jodimae Lyttle
Luis Nobriga

Our School Leaders conduct walkthroughs, monitor that teacher coaching meetings are being done, and create an environment where staff feels praised and supported. They also ensure teachers are working on a weekly microgoal (action step) based on observations and feedback.

Achievement Directors:
Elana Jaret
Andrew Tripodo
Ariel Amaya

Our Achievement Directors are responsible for the quality and consistency of content team meetings, weekly data analysis from iReady Standards Mastery Quizzes, and the coaching and development of Assistant Principals in content.

Additional regional supports:
Charlie Schmidt
Jaclyn Valdez
Jennifer de la Torriente

Responsible for walkthroughs, observations and feedback, data analysis, professional development, and implementation.

Person Responsible Sarba Aguda (saguda@kippteamandfamily.org)

#3. Positive Culture and Environment specifically relating to Creating Systems for Staff Expectations and Experience

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

By the end of the 2021-22 school year, KIPP Miami Schools had experienced 30.8% attrition of staff -- an increase of 8 points from the previous year. This degree of staff attrition was a direct reflection of the changes and upheaval in leadership that took place over the course of the year. Staff morale was low, and it was challenging to establish and uphold a culture of achievement. Basic practices like monitoring data and responding to it were difficult to execute with such inconsistencies in staff and leadership presence and effectiveness. We needed to rebuild our goals and data monitoring infrastructure in order to more effectively drive results.

The school turnaround plan will result in improved academic outcomes for our students and improved staff experience outcomes for our teachers.

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

- 60% of students will reach the Typical Growth metric in the iReady Math & Reading Intervention platform.
- 30% of students will reach the Stretch Growth metric in the iReady Math & Reading Intervention platform.
- 100% of teachers will have a weekly one on one meeting with coach
- 90% of teachers receiving weekly goals based on instructional observations
- 90% of teachers with a visible exemplar (lesson plan)
- 90% of classrooms meeting quarterly phase targets
- 100% on School Leadership Team walkthrough weekly
- 85% of staff agree to the TNTP survey question "In the last 7 days I have received praise"
- 85% of staff agree to the TNTP survey question "There is someone at work who encourages my development"
- 100% of teachers get 4 content team meetings/ month

Our school turnaround efforts have been far-ranging: we have a clear progress monitoring system in our regional goals dashboard; we have built out a playbook for SLs and Operations Leaders; we have a teacher performance incentive; and a gradebook health monitoring system for driving GPA outcomes.

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

- Regional goals dashboard updated and reviewed weekly
- Twice weekly walk-throughs -- one conducted with Achievement Directors and Directors of ESE and Teacher - Development, and another conducted with all School Leaders in our building. These walk-throughs generate actions for all teammates to take to drive improvement.
- Our Leader Playbooks include weekly action steps that must be progress monitored and completed
- Part of our turnaround effort includes a teacher performance pay incentive, which is connected to achieving growth goals on i-Ready
- Weekly gradebook health audits are conducted centrally, with clear action steps

Person responsible for monitoring outcome:

charlie Schmidt (cschmidt@kippmiami.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The main principal underlying all of these moves is data-driven leadership. Regularly studying input and outcome data equips leaders with the information they need to make informed and responsive decisions about how to drive improvement in schools.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

We are centering on stronger progress monitoring and response to data as a central tenet of our approach to turnaround because the data will give insight into what needs to improve, and we can attach performance incentives to the goals, which will also positively impact staff morale (a significant challenge for our schools last year).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regional goals dashboard updated weekly by School Leaders, Achievement Directors and Ops Leaders
Regional goals dashboard reviewed weekly by the Regional Leadership Team and individually with School Leaders in order to stay up to date on data and to be as responsive as possible

Twice weekly walk-throughs -- one conducted with Achievement Directors and Directors of ESE and Teacher Development, and another conducted with all School Leaders in our building. These walk-throughs generate actions for all teammates to take to drive improvement.

Our SL and Ops Leader Playbooks include weekly action steps that must be progress monitored and completed

Part of our turnaround effort includes a teacher performance pay incentive, which is connected to achieving growth goals on i-Ready, which is progress monitored using the usage and lessons passed metrics mentioned above

Weekly gradebook health audits are conducted centrally, with clear action steps for each gradebook health leader on campus

Person Responsible charlie Schmidt (cschmidt@kippmiami.org)

#4. Instructional Practice specifically relating to Differentiation

KIPP Miami will focus on a daily intervention based on iReady weekly progress monitoring of lessons/ quizzes pass-fail rate. Based on the 2021 -2022 Florida Standard Assessment data review, we concluded that daily intervention would give instructors real-time data that assess students’ abilities to master standards. Below are the Florida Standard Assessment scores for ELA and Math.

Area of Focus 3rd – 21%
Description and 4th – 11%
Rationale: 5th – 8%
Include a 6th – 21%
rationale that 7th – 16%
explains how it 8th – 13%
was identified as Math
a critical need 3rd – 24%
from the data 4th – 11%
reviewed. 5th – 4%
 6th – 37%
 7th – 23%
 8th – 22%

Based on the data, our students are not meeting proficiency level expectations. We must streamline our teaching practices to focus on weekly monitoring of students’ standards mastery on quizzes/exit tickets and intervene in real-time.

Measurable Outcome: If we are successful with our approach, we will be able to increase student literacy and math achievement by 10 to 15 percentage points as evidenced of the new Florida Progress Monitoring assessments which will allow us to meet the specific student outcomes below:

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

In one year, 30% of students will reach mastery on internal Math assessments.
 In one year, 38% of students will reach mastery on internal ELA assessments.
 In one year, 60% of students will reach the Typical Growth metric in the iReady Math Intervention platform.
 In one year, 30% of students will reach the Stretch Growth metric in the iReady Math Intervention platform.
 In one year, 60% of students will reach the Typical Growth metric in the iReady Reading Intervention platform.
 In one year, 30% of students will reach the Stretch Growth metric in the iReady Reading Intervention platform.

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

Our academic intervention blocks will be monitored every week by the school leadership team and regional instructional team. Teachers are tracking weekly quizzes and iReady lessons’ pass-fail rate for standard mastery. The school leadership team is engaged in coaching cycles and receives weekly coaching meetings. The regional team monitors grade-level trends and works collaboratively with the school leadership team to design professional learning communities that are targeted to students’ needs and teacher content/instructional capacity.

Person responsible for monitoring outcome: Jaclyn Valdes (944281@dadeschools.net)

Evidence-based Strategy: Describe the Academic Intervention is a time for students to receive targeted small group instruction in literacy and math that occurs during a specific time during the school day that is outside of the traditional literacy and math blocks. During this time,

evidence-based strategy being implemented for this Area of Focus.

students will meet in small numbers with teachers that will focus on students' foundational skills and other standards that have not been mastered. Other students will complete iReady lessons that are aligned to their personalized learning journey.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Small group differentiated instruction is proven to increase students' achievement and confidence in their abilities. Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Present Academic Intervention Plan to school
- Implement small group instruction to students and daily monitor students' progress on iReady
- Track weekly standard-based exit tickets
- Lead Content Team Meetings
- Lead school based professional development

Person Responsible Jaclyn Valdes (944281@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on iReady data from last year, 54% of K-2 students are not on track to get a 3 level or above on the statewide, standardized ELA assessment. Below is a breakdown by grade of the percentage of students not on track to get a 3 level or above:

K- 28%
1 - 56%
2 - 76%

In K-2, we have two areas of focus that will help drive student learning in literacy. First, we are implementing a new ELA curriculum (CKLA Amplify) that is aligned to Florida's B.E.S.T standards and prioritizes phonics and reading comprehension instruction. We are supporting teachers with implementing the new curriculum by prioritizing Intellectual Preparation of lessons as a regional priority. By ensuring that teachers have read, understood, and Intellectually Prepared lessons before teaching them, teachers will be better equipped to engage students, address student misconceptions, and drive student learning during lessons. Secondly, we are providing all K-2 students with tiered intervention that prioritizes ELA instruction 2/3rds of the time. To execute tiered intervention, we will develop tiered groups based on students' ELA data (F&P running records, Progress Monitoring data). We will update groupings as the year progresses to ensure we are responding to the data we are seeing in the 22-23 school year.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In 3-5, we have two areas of focus that will help drive student learning in literacy. First, we are implementing a new ELA curriculum (CKLA Amplify) that is aligned to Florida's B.E.S.T standards and vocabulary acquisition, reading comprehension, and writing. We are supporting teachers with implementing the new curriculum by prioritizing Intellectual Preparation of lessons as a regional priority, and holding weekly Content Team Meetings in which curriculum directions and school leaders study lessons with teachers to support classroom implementation. By ensuring that teachers have read, understood, and Intellectually Prepared lessons before teaching them, teachers will be better equipped to engage students, address student misconceptions, and drive student learning during lessons. Secondly, we are providing all 3-5 students with tiered intervention that prioritizes ELA instruction 2/3rds of the time. To execute tiered intervention, we will develop tiered groups based on students' ELA data (F&P running records, Progress Monitoring data, and i-Ready diagnostic data). We will update groupings as the year progresses to ensure we are responding to the data we are seeing in the 22-23 school year.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

100% of KIPP Miami's K-2 students will grow from PM1 to PM3
60% of KIPP Miami's K-2 students will meet their standard i-Ready ELA growth goal
30% of KIPP Miami's K-2 students will meet their stretch i-Ready ELA growth goal
60% of KIPP Miami's K-2 students will meet their standard F&P growth goal
30% of KIPP Miami's K-2 students will meet their stretch F&P growth goal

Grades 3-5: Measureable Outcome(s)

100% of KIPP Miami's 3-5 students will grow from PM1 to PM3
60% of KIPP Miami's 3-5 students will meet their standard i-Ready growth goal
30% of KIPP Miami's 3-5 students will meet their stretch i-Ready growth goal

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- KIPP Miami teachers will administer weekly, brief formative assessments to determine student mastery of that week's standard(s). Wednesdays are devoted to reteaching and reviewing unmastered material.
- Teachers will continuously monitor students' progress on i-Ready using trackers. Students will be able to monitor their own growth.
- Beginning of year, middle of year, and end of year i-Ready diagnostics will be administered school-wide.
- We will monitor teachers' implementation of the new curriculum by conducting daily observations.
- Teachers will receive weekly feedback from Instructional Leaders on the quality of their intellectual preparation of lessons.
- We will monitor tiered intervention by conducting weekly observations of the intervention block across all grades to ensure that students are consistently receiving ELA intervention for at least 2/3rds of the time
- To ensure high quality tiered groupings are being created, leaders will support teachers with reviewing data and creating groupings.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Tripodo, Andrew, 961334@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our two key evidenced based strategies in this focus area are the implementation of standards based (BEST) curricula and implementation of regularly scheduled and monitored intervention (i-Ready). Our new ELA curriculum, is CKLA (Core Knowledge) and Amplify. We will follow the monitoring plan outlined above to ensure that there is strong implementation of the curriculum and that we are regularly progress monitoring against our desired student outcomes.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Below you will find the comprehensive research for the new curriculum that we adopted. These studies show alignment to B.E.S.T. standards and curriculum efficacy:

CKLA Research (<https://www.coreknowledge.org/our-approach/results-research/research-studies/>)

Amplify ELA: The Research Behind the Program (https://amplify.com/wp-content/uploads/2019/12/ELA_The-research-behind-the-program.pdf)

ESSA Evidence: Impact of Amplify English Language Arts 6–8 (<https://amplify.com/wp-content/uploads/2022/05/Impact-of-Amplify-English-Language-Arts-6-8-ESSA-Evidence-Tier-II.pdf>)

i-Ready Research Overview (<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>)

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership Action Steps:</p> <ol style="list-style-type: none"> 1. Implement the Amplify CKLA and ELA curriculum, which is grounded in the science of reading and provides daily lesson plans, teacher resources, and assessments that are aligned to the Florida B.E.S.T. Standards. 2. Create and manage a Scope and Sequence that organizes lessons around priority standards and ensures that students are exposed to the ELA skills that will set them up for success on our internal assessments and the FAST Assessments. 	<p>Tripodo, Andrew, 961334@dadeschools.net</p>
<p>Progress Monitoring:</p> <ol style="list-style-type: none"> 1. Literacy Achievement Directors observe Amplify lessons daily to ensure that teachers are using the curriculum with integrity and following the Scope and Sequence. 2. Literacy Achievement Directors review student work with teachers and school leaders weekly to ensure that students are mastery the standards they're being taught. 	
<p>Literacy Coaching:</p> <ol style="list-style-type: none"> 1. Literacy Achievement Directors will observe ELA classes daily, giving teachers real time instructional feedback. 2. Literacy Achievement Directors will support teachers in internalizing Amplify lesson plans by meeting with them weekly and co-planning together. <p>Progress Monitoring:</p> <p>Literacy Achievement Directors will monitor how well teachers are internalizing and preparing Amplify lessons by reviewing teacher plans weekly and offering affirming and adjusting feedback.</p>	<p>Tripodo, Andrew, 961334@dadeschools.net</p>
<p>Assessments:</p> <ol style="list-style-type: none"> 1. We will internally assess students' understanding of the Florida B.E.S.T. standards and our new curriculum by administering 3 quarterly assessments in reading and math. 2. We will internally assess students' F&P reading level progress by testing each students' reading level growth at least once every quarter. Students will also receive ongoing weekly waterfall reading level assessments within the quarter. 3. We will administer weekly iReady quizzes to students. 4. We will administer 3 iReady diagnostic assessments over the course of the school year. 	<p>Tripodo, Andrew, 961334@dadeschools.net</p>
<p>Progress Monitoring:</p> <ol style="list-style-type: none"> 1. Leaders will assign and monitor the administration of weekly i-Ready quizzes. 2. Leaders will provide quarterly quizzes and tests to school leaders and teachers and observe classrooms on the days testing is expected to ensure testing fidelity. 3. Leaders will track the F&P waterfall assessments by looking at data weekly and observing classrooms. 	
<p>Professional Learning:</p> <ol style="list-style-type: none"> 1. Teachers will receive weekly 2 hours of Professional Development every Wednesday. 2. Teachers will participate in 2 Content Team Meetings with instructional leaders every week. 3. Teachers will receive weekly feedback on their teaching. 4. Teachers will have a weekly one on one coaching meeting with their Assistant Principal. <p>Progress Monitoring:</p> <ol style="list-style-type: none"> 1. Achievement Directors will co-plan, participate in, and observe weekly professional 	<p>Tripodo, Andrew, 961334@dadeschools.net</p>

Action Step	Person Responsible for Monitoring
<p>development sessions to ensure that they are being implemented with fidelity.</p> <p>2. Achievement Directors will co-plan, help implement, and monitor the results of weekly Content Team meetings between teachers and instructional leaders to ensure compliance.</p> <p>3. Achievement Directors will observe weekly one-on-one coaching meetings between Assistant Principals and teachers to ensure compliance. Achievement Directors will also help Assistant Principals develop the content for these weekly meetings with teachers to ensure they support teacher professional growth.</p>	

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners which we continue to seek partnership opportunities with.

Identify the stakeholders and their role in promoting a positive school culture and environment.

We are continually working to promote positive school culture and environment in a variety of ways. These include the following strategies:

Attendance - we have worked to focus on increasing our ADA and reducing the amount of chronic absenteeism. To do this we make personal daily attendance phone calls home, host attendance initiatives and promote the importance of attendance to our families. This is primarily driven by our receptionists and lead school operations manager. Our attendance meetings engage assistant principals and social workers to assist with our students who are on the cusp on chronic absenteeism.

Positive Phone Calls Home - Each week time is set aside for teachers to make positive phone calls home to families. This is tracked and recorded and monitored. It is the expectation that every student receives a positive phone call home at least once a month. Every teacher does this and our APs of Culture monitor this.

Character Education - We have built in time in our daily schedule to have character education blocks and restorative practices both at the beginning and end of the day through circles in our elementary grades and advisory at our middle grades. This is led in collaboration with the homeroom/ advisory teacher and school leadership using our Second Step curriculum.

Grade Level Meetings - Our middle school grade students come together once a week for community building time. This is driven by our middle grade leadership and AP of Culture.

Incentives - Students earn monthly incentive events for positive behavior. Our AP of Culture leads this with the support of our Associate Director of Operations.

Monthly Culture Meetings - We are meeting monthly with our school social workers and APs of Culture to debrief student culture incidents and develop best practice shares.

All of these strategies help to engage families, staff and students in working together to promote a strong school culture.