

Miami-Dade County Public Schools

Kipp Miami Liberty City School



2023-24

Schoolwide Improvement Plan (SIP)

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Kipp Miami Liberty City

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[no web address on file]

School Board Approval

This plan was approved by the Dade County School Board on 8/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

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 knowledge, 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.

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose - college, career, and beyond- so they can lead fulfilling lives and build a more just world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Schmidt, charlie	Principal	
Kress, Monica	Principal	
Bethel , Courtney	Other	
Johnson, Kayla	Other	
Hosey, Tawana	Reading Coach	
McClinek, Keyna	Reading Coach	
Samuel , Ashley	Behavior Specialist	
Valdes, Jaclyn	Staffing Specialist	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

As a regional leadership team we reflected on the data and worked together to create our regional priorities. We branded these priorities as “The Blueprint”. During summer PD with leaders, we spent time with all leaders reviewing the prior year results and the priorities and actions we plan to take on this year. We spent time digging in and making sure each leader internalized it and understood the actions and responsibilities that they were taking on this year.

Next, we launched “The Blueprint” to all staff during our regional all staff PD day called Heartbeat Summit. We spent time internalizing what the priorities of the region are and how we will see them in action. Now all PDs indicate how they are tied back to the “The Blueprint” and clearly call out how this

connects.

For our board, we shared our regional priorities as we were working and drafting them. We also solicited feedback and input. We rolled out our regional priorities to our board over the summer and invited our board to participate in our regional all staff PD day. In each board meeting we have a state of the region address where we will continue to provide updates on our progress to goals.

For families, we discussed “The Blueprint” and our priorities in each of our orientation days prior to the school year. We also plan to further discuss this more deeply and invite feedback and participation during our Title 1 meeting in September. During that meeting we will elect the members of the KIPP Team and Family Advisory Committee and through those meetings we will continue to provide updates on our progress to goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each quarter, we will have a data com process where we will review all performance indicators as outlined in the SIP and make adjustments to our plans. The outcomes of that process allows us to create a State of Schools which we transparently share data and progress to goals as well as any changes and revisions we will make with the staff, our board and with the KIPP Team and Family Advisory Committee.

Demographic Data	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	24	17	17	9	5	6	9	10	97
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	9	6	2	1	3	0	0	22
Course failure in Math	0	3	12	29	6	9	6	1	1	67
Level 1 on statewide ELA assessment	0	0	0	85	35	30	6	75	69	300
Level 1 on statewide Math assessment	0	0	0	83	32	27	4	81	53	280
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	85	35	30	6	75	69	300
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	14	20	2	6	1	1	1	48

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	42	0	0	1	0	0	47
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	43	40	71	18	37	17	32	47	334
One or more suspensions	0	3	3	8	1	14	16	42	42	129
Course failure in ELA	0	7	10	13	0	2	0	0	1	33
Course failure in Math	0	3	9	7	0	8	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	32	11	53	44	40	47	227
Level 1 on statewide Math assessment	0	0	0	40	3	47	40	49	51	230
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	40	34	67	49	92	75	357

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	29	43	40	71	18	37	17	32	47	334	
One or more suspensions	0	3	3	8	1	14	16	42	42	129	
Course failure in ELA	0	7	10	13	0	2	0	0	1	33	
Course failure in Math	0	3	9	7	0	8	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	32	11	53	44	40	47	227	
Level 1 on statewide Math assessment	0	0	0	40	3	47	40	49	51	230	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	40	34	67	49	92	75	357	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	16			17					
ELA Learning Gains	30			29					
ELA Lowest 25th Percentile	36			24					
Math Achievement*	22			14					
Math Learning Gains	45			21					
Math Lowest 25th Percentile	48			32					
Science Achievement*	11			5					
Social Studies Achievement*	35			41					
Middle School Acceleration	0								
Graduation Rate									
College and Career Acceleration									
ELP Progress	33								

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	28	Yes	1	1
HSP	48			
MUL				
PAC				
WHT				
FRL	28	Yes	1	1

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	16	30	36	22	45	48	11	35	0			33
SWD	6	29	43	11	36	33	6	7				
ELL	15	29		27	61							33
AMI												
ASN												
BLK	14	28	34	21	44	45	10	30				
HSP	35	46		39	53			73				42
MUL												
PAC												
WHT												
FRL	16	30	36	22	45	48	12	33	0			33

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	17	29	24	14	21	32	5	41				
SWD	0	14	20	4	21	25		11				
ELL	38	70		33								
AMI												
ASN												
BLK	15	27	22	11	19	33	5	38				
HSP	31	50		34	38							
MUL												
PAC												
WHT												
FRL	16	29	24	13	20	32	5	41				

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

Our main areas of improvement are the overall number of students achieving proficiency in each subject and each grade, and in the overall performance of our students with IEPs.

While we have achieved significant growth in certain grade levels by increasing the overall amount of student proficiency in both reading and math, there is inconsistency in student proficiency across subjects and grade bands. For example, the 22-23 student math performance data indicates that grades 4, 6, 7, and 8 are making significant improvement, while grades 3 and 5 continue to need support.

Similarly, in reading, grades 4 and 7 show that students are improving and nearing neighboring schools' proficiency levels. However, an area of focus is to increase the number of students scoring at or above proficiency in reading for grades 5, 6, and 8.

Our instructional focus for the upcoming school year is to allocate resources to provide more targeted instruction in alignment to Florida State Standards and the Florida Continuous Improvement Model. These initiatives will help to address reading deficiencies.

Students with disabilities scored 9% proficiency in reading and 19% proficiency in math. The difference between students with disabilities and the general education population in reading is 18%, where 27% of the general population scored a level 3 or higher. The general education population scored 38% proficiency in math, whereas the special education population was at just 19%. These gaps of 18 and 19 from Gen Ed performance show that there is a clear area of improvement in our program as it relates to special education.

Our English Language Learner population demonstrated 24% proficiency in reading and 47% in math, versus 27% and 38% respectively for our general education population. The gap between ELL and gen ed proficiency is smaller than the disparity for students with IEPs.

We have dedicated additional resources to both the special education and ELL population by assigning learning specialists to both reading and math classes in every grade level and adding an Assistant Principal for ESE in each school. Each grade level is assigned learning specialists to support students in both their reading and math classes. Targeted small group instruction and daily intervention are built into students' daily schedule to receive added academic support.

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

We did not see a decline in any of our performance areas but despite the fact that KIPP Miami met all of our academic goals in the 2022-23 school year, we did determine some gaps in our academic program that we sought to address. Namely, we are adopting a curriculum that is more clearly aligned to FL expectations in Science and in Social Studies; additionally, we are making adjustments to the scope & sequence in our ELA and Math courses to ensure that the coverage in our scopes matches the coverage in the PM assessments. Additionally, we are no longer publishing quarterly and mid-quarter assessments to teachers in advance; instead, they will remain blind to teachers and used for stronger progress monitoring.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The school's data shows that, while significant improvement has been made in all academic areas, there is still much room for growth in driving overall proficiency upward. That said, the data reveals key strengths that have been cultivated in our schools:

(1) We were able to improve performance from PM1 to PM3 in a given school year by 16 and 31 in ELA and Math, respectively. This shows that we were able to implement systems and structures to respond to data and leverage resources during the school year to drive improvement.

(2) The improvements in math, in particular, show that the use of a common vision and systems for instructional management in math have paid off. We will translate these same efforts to ELA moving forward.

The main areas for improvement we will continue to focus on are:

(1) We need to improve our overall proficiency in ELA, Math, Science, and Civics. We will do this by continuing to improve the quality of our curriculum and professional development, and by reinforcing our expectations for academic intervention and supplemental programming.

(2) We need to address the disparity in performance between students with IEPs and our general education population. In the 2023-24 school year, we are making continued strides in this direction by adding an AP of Special Education in each school and increasing our allocation of ESE teachers and curricular support.

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

During each PM window, achievement directors and assistant principals created a scope and sequence of support for each classroom in our school along with goal setting for each student using PM1 results. During the second CTM of the week, achievement directors, teachers, and assistant principals analyze student work data to determine mastery of content/standard and identify gaps and trends in student work in order to target errors. Teachers are trained as to how to plan reteach and remediation lessons in order to close gaps in student learning and re-asses mastery at the end of the lesson. Based on each students' PM1 results, each student is assigned both a learning gain goal and a proximal score to proficiency goal in order to provide strategic interventions for students in both math and reading.

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

Based on the EWS data from Part I, our two areas of concern are (1) our overall reading proficiency in grades 3-8 and the gap between students with IEPs and general education students.

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

1. Data Driven Instruction: This year, achievement directors and assistant principals will participate in a weekly data-driven protocol that focuses on tracking student progress on priority and power standards. Outline in each scope and sequence are the power standards for each content and grade level. Teachers intellectually prepare these lessons through a lesson study meeting with their coach and content team by identifying the key points in each lesson and aligning activities to the exit ticket which is assessment of the lesson's standards. Achievement directors and assistant principals observe teachers' implementation of the lesson and collect student exit tickets. During the data meeting, teachers, achievement directors, and assistant principals grade and evaluate student work for mastery and misconceptions. Once the team identifies the highest-leverage misconception in student work, they plan

a reteach lesson that specifically focuses on closing the gap/trend found in student work. Teachers reteach/remediate the lesson and compare the previous exit ticket mastery to the previous.

2. Culture:

3. Skill Building:

4. New Curriculum: This year, we have adopted Discovery Education's complete science curriculum in grades K-8. In grades K-4, we have shifted to using Discovery Education's Mystery Science. Discovery learning has updated both their techbook and textbook to reflect the newly adopted science standards that will go into effect during the 23-24 school year. Our students in grade K-4 receive science content and instruction through both hands-on-activities as well as the Discovery Techbook that is digital and in print. In grades 3 and 4, students use Discovery Learning's Comprehensive Science curriculum and textbook. At the end of each quarter, students are assessed on the NGSSS and provided multiple opportunities to participate in small group instruction in order to remediate science content. During grade 4, students are assessed on NGSSS using a monthly benchmark assessment. At the end of grade 4, students will complete a K-4 Capstone project that will serve as a baseline for the grade 5 science class. Lastly, in grades K-4, students participate in a science fair exhibition to demonstrate their learning of the science content.

5. Special Populations Support

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We want to increase our intentionality in driving student growth through data informed decisions. We believe that diving into the data and adjusting in the following ways will help lift our overall proficiency by:

- Revamp the assessment model so it is aligned to Florida state assessments and so that cumulative assessments produce actionable data to inform instruction
- Establish expectations around conducting quarterly unit launches, taking quarterly assessments, and backwards planning from standards
- Improve academic progress monitoring systems at the regional leadership level so Achievement Directors (curriculum specialists) can support school leadership teams and teachers in driving progress on assessed standards
- Train teachers and leaders on the data driven instruction cycle so they are leveraging data to improve instruction and provide regular feedback to students and families about progress

Measurable Outcome:

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

For the 2023-24 school year, our specific measurable outcomes are as follows:

Math: 42% proficiency in grades 3-8 on the FAST assessment

Reading: 32% proficiency in grades 3-8 on the FAST assessment

The objective outcome of the aforementioned measurable goals are based on the 2022-23 state assessment scores. Students in grades 3-8 achieved 36% proficiency on the PM3 FAST assessment in math and 26% proficiency in reading in grades 3-8.

Monitoring:

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

Student proficiency on state assessments will be monitored by quarterly assessments that are aligned to the state standards in both ELA and math. After quarterly assessments have been administered, students will be grouped according to proficiency level and provided targeted interventions on a weekly basis through standard aligned exit tickets and standard mastery quizzes.

Person responsible for monitoring outcome:

Courtney Bethel (cbethel@kippmiami.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based strategy will be the ongoing process of progress monitoring standard aligned quarterly assessments. Achievement directors and assistant principals will coach teachers on data disaggregation and lesson remediation and reteaches.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for progress monitoring bi-weekly assessments is to provide timely and ongoing feedback to students in order to remediate grade-level skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Action Step #1: Align all quarterly assessments to the Florida state standards using the reporting category descriptors. Dr. Courtney Bethel will be responsible for ensuring all internal assessments are valid and align to state standards.

Action Step #2: Create standard mastery quizzes using question stems and item types outlined in the Florida BEST standards. Dr. Courtney Bethel will ensure achievement directors are aligning assessments to the state standards and that questions and assessment items for validity.

Action Step #3: Weekly professional development for teachers in grades 3-5 on planning reteach and remediation lessons. Dr. Courtney Bethel will train all achievement directors on providing weekly instructional professional development.

Person Responsible: Courtney Bethel (cbethel@kippmiami.org)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of our priorities and key area of focus is called “Skill Builders” and it focuses on building the instructional practices of our teachers and leaders while strengthening and celebrating our teammates’ capabilities and skills with the intended impact of:

- Executing predictable, high quality, and differentiated PD for teachers and leaders to grow skills and competencies that lead to academic results
- Building confidence and predictability in systems and resources related to teacher coaching, academic progress monitoring, and teacher and leader performance management
- Creating traditions to celebrate teachers and staff tied to academic results
- Offering performance incentives to celebrate teachers who meet or exceed academic results with students

This area of focus was identified as a critical need based on student academic data, staff feedback from PD surveys, nationwide TNTP Insight survey data for instructional culture and professional development, and teacher performance data.

Measurable Outcome:

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

For our instructional leaders, we set goals based on our Manager survey with a numerical goal of 4.5 or above on the following statements for each coach:
 My manager runs team meetings effectively.
 My manager holds me accountable to meeting goals and commitments and upholding team expectations.
 My manager builds a trusting environment where my peers and I can succeed.

For our teachers, we set goals based on our Excellent Teaching Rubric (ETR) with a numerical goal of growing 0.5 from BOY to EOY. Additionally, we set goals based on the TNTP Insight survey for peer culture with a numerical goal of 85% or above for the following focus statements:

My school is a good place to teach and learn.

In the past six months, someone at my school or district/network helped me develop new skills of content knowledge that I was able to apply in my class or role.

Monitoring:

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

This area of focus will be monitored through weekly Skill Builder sessions led by regional directors and leaders of the region which are all accompanied with a feedback survey from participants, weekly walkthroughs of classrooms with the Excellent Teaching Rubric accompanied by feedback to teachers, school-based PD on peer culture, and observation of manager/coach one-on-one coaching sessions and content teams.

Person responsible for monitoring outcome:

Courtney Bethel (cbethel@kippmiami.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize the evidence based strategy of the Cohesive Coaching Cycle to implement this area of focus. In order to promote high-quality teaching and learning at KIPP Miami we implement the K-8

Cohesive Coaching Cycle. The K–8 cohesive coaching cycle guides school leaders, assistant principals and instructional coaches in leading teachers through a continuous series of instructional practices referred to as the “Instructional Power Moves” including:

INTERNALIZATION & PLANNING: Internalizing standards and content and planning strong lessons during common planning time

OBSERVATION/FEEDBACK: Active coaching in the classroom during a high-priority lesson and debriefing after the lesson to support teacher development

DATA-DRIVEN INSTRUCTION: Analyzing student work and data to support continued student learning and development focused on differentiated instruction

In addition to these highest-leverage strategies we execute weekly one-on-one coaching meetings for teachers and leaders, weekly common planning content team meetings, and weekly walkthroughs with real time coaching.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Cohesive Coaching Cycle teaches the “Instructional Power Moves” that allow teachers and leaders to improve their instructional practices and increase student mastery. These actions help focus time and resources on the highest-leverage strategies:

INTERNALIZATION & PLANNING: By driving internalization leaders can ensure teachers are deeply connected to standards and content, and teachers are prepared to make high-impact decisions to drive rigorous, engaging instruction.

OBSERVATION/FEEDBACK: By observing teachers, engaging in real-time coaching, and providing targeted, bite-sized feedback, coaches can help teachers identify gaps and practice to get stronger.

DATA-DRIVEN INSTRUCTION: By driving data-driven instruction in every priority lesson and in every module, coaches can help teachers unpack student misconceptions to plan high-leverage reteaching.

DIFFERENTIATED SKILL BASED PROFESSIONAL DEVELOPMENT: By utilizing differentiated PD, each teacher and leader will be a part of a cohort that zooms in on the skills necessary to show mastery and improve their craft.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

ACTION STEP 1: INTERNALIZATION & PLANNING - Dr. Courtney Bethel

ACTION STEP 2: OBSERVATION/FEEDBACK: Kayla R. Johnson

ACTION STEP 3: DATA-DRIVEN INSTRUCTION: Dr. Courtney Bethel

ACTION STEP 4: DIFFERENTIATED SKILL BASED PROFESSIONAL DEVELOPMENT: Kayla R. Johnson

Person Responsible: Courtney Bethel (cbethel@kippmiami.org)

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of our priorities and key area of focus is called “Culture Keepers” and it focuses on building joyful, affirming, responsive learning communities with the intended impact of:

- Defining the KIPP Miami Student Experience for K-8 safety and joy including legacy events and memorable experiences associated with each grade level
- Implementing research based social emotional learning for students daily focused on forming strong academic and behavioral habits
- Training leaders and teachers on normed culture mindsets, expectations, responses to behavior and tracking
- Ensuring regular communication with families about attendance, discipline, events, and academic progress (i.e. daily, weekly, monthly, quarterly)

This area of focus was identified as a critical need based on student culture data, staff feedback from PD surveys, nationwide TNTP Insight survey data for school culture, family feedback and teacher performance data.

Measurable Outcome:

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

As a result of the “Culture Keepers” priority we hope to see the following outcomes:

80% students/families persist with KIPP Miami YOY

94% ADA

< 5% students are truant

85% family participation in a college going or academic support event

1288 students are fully enrolled for Oct and Feb FTE counts

Additionally, we set goals based on the TNTP Insight survey for school culture with a numerical goal of 85% or above for the following focus statements:

My school is fun and joyful.

Interactions between students and adults are respectful.

Across my school, there are consistent expectations and consequences for student behavior.

My school’s approach to discipline prioritizes restorative practices over punitive practices

Monitoring:

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

This area of focus will be monitored through weekly Skill Builder sessions led by our Director of Student Experience which are all accompanied with a feedback survey from participants, weekly walkthroughs of classrooms focused on culture indicators, school-based PD on student culture, weekly attendance meetings and daily use of culture systems such as Class Dojo and Dean’s List.

Person responsible for monitoring outcome:

Ashley Samuel (asamuel@kippmiami.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize the following evidence-based strategy:

DIFFERENTIATED SKILL BASED PROFESSIONAL DEVELOPMENT: Teachers will engage in PD that will focus on mindsets, expectations and restorative responses to behavior.

RESEARCH BASED SOCIAL EMOTIONAL LEARNING: In K-4, the responsive classroom resources are utilized to have daily morning meetings, midday check ins, and closing circles. In 5 -8, students engage in daily Character First Block.

CONSISTENT FAMILY COMMUNICATION STRUCTURES: Creating a predictable cadence for families includes weekly posts on school class dojo and social media pages, bi-weekly family newsletters, quarterly family town halls, and multiple family events for academics and culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Below you will find the rationale for each strategy:

DIFFERENTIATED SKILL BASED PROFESSIONAL DEVELOPMENT:By utilizing differentiated PD, each teacher and leader will improve their mindsets, expectations and restorative responses to behavior.

RESEARCH BASED SOCIAL EMOTIONAL LEARNING: In K-4, the responsive classroom resources are utilized to have daily morning meetings, midday check ins, and closing circles. In 5 -8, students engage in daily Character First Block. We utilized research on effective SEL curriculum to determine this strategy.

CONSISTENT FAMILY COMMUNICATION STRUCTURES: This strategy was chosen in order to improve our family involvement and increase our connection to families over time. We utilized our staff surveys and family feedback to select this strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

ACTION STEP 1: DIFFERENTIATED SKILL BASED PROFESSIONAL DEVELOPMENT: Kayla R. Johnson

ACTION STEP 2: RESEARCH BASED SOCIAL EMOTIONAL LEARNING: Ashley Samuel

CONSISTENT FAMILY COMMUNICATION STRUCTURES: Kayla R. Johnson

Person Responsible: Kayla Johnson (kjohnson@kippmiami.org)

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We continued to see gaps in our science curriculum. So this year we plan to shift our curriculum and have adopted Discovery Education's complete science curriculum in grades K-8. In grades K-4, we have shifted to using Discovery Education's Mystery Science. Discovery learning has updated both their techbook and textbook to reflect the newly adopted science standards that will go into effect during the 23-24 school year. We intend to use the the NGSSS monthly benchmark assessment and have our grade 4 student complete a K-4 Capstone project that will serve as a baseline for the grade 5 science class.

Measurable Outcome:

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

A 6+ increase in proficiency at the end of the year for science EOCs

Monitoring:

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

We will be monitoring this using the student results on the NGSSS monthly benchmark assessments and ensure that in content team meetings with science teachers, there is clear collaboration and deep intellectual prep of new lessons and materials. Additionally we will implement an ongoing data review to be responsive to the student performance we are seeing on the benchmarks.

Person responsible for monitoring outcome:

Courtney Bethel (cbethel@kippmiami.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We have used the recommendation of the state to shift curriculum to Discovery due to its alignment with the FL state and NGSS standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We have seen some moderate growth in science but not the results we are desirous of. We have seen success with implementing new curriculum in other content areas and are optimistic that stronger alignment and monitoring of aligned assessments will lead us to be able to remediate and reteach in targeted and more impactful ways.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Action Step #1: Purchase materials and secure, V. Latorre to adjust scope and sequence to our calendar and adjust lessons. Dr. Bethel to review.

Action Step #2: D. Bethel to work with V. Latorre to plan CTMs to be inclusive of intellectual prep and data

protocols.

Action Step #3: Weekly professional development for science teachers 5 on planning reteach and remediation lessons.

Person Responsible: Courtney Bethel (cbethel@kippmiami.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We continued to see gaps among our special populations. We plan to use extra funding to hire part time intervention teachers so that we can create more targeted groups that can receive additional support. We plan to target these additional intervention services in grades 2-4 to ensure that we are strengthening our 3rd grade proficiency and ensuring we are setting up our 2nd graders to do well the following year. We also want to make sure that our 4th graders who were previously retained or on the cusp get the extra support they need. Additionally we have already hired an AP of Special Education in each school and increasing our allocation of ESE teachers and curricular support.

Measurable Outcome:

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

32% proficiency in grades 3-8 on the FAST assessment
 80% on grade level in grade K Reading on STAR
 70% on grade level in grade 1 Reading on STAR
 60% on grade level in grade 2 Reading on STAR

Monitoring:

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

We will be monitoring this using the student results through the ESE team meetings to ensure that there is clear collaboration and deep intellectual prep of new lessons and materials and spiraling of new materials. Also to have collaborative planning time to ensure that differentiation is happening in accordance with plans and targeted to where students are performing. Additionally we will implement an ongoing data review to be responsive to the student performance we are seeing on the benchmarks.

Person responsible for monitoring outcome:

Jaclyn Valdes (944281@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Increase in one on one and small group instruction as well as providing additional remediation time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will allow us to pull more groups at the same time and maximize student schedules. Additionally we know how 3rd grade continues to be high stakes for students in making sure that they can read proficiently and the impact that has on their ability to stay proficient and high performing throughout the remaining school years.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Action Step #1: Review all student data after PM 1 and after Q1 report cards.

Action Step #2: Group students and review who has been receiving services and who needs additional services or should be pulled for additional services. Create grouping plans, remediation plans and schedules.

Action Step #3: Implement daily pull outs and review ongoing data and recalibrate groups after PM2.

Person Responsible: Jaclyn Valdes (944281@dadeschools.net)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The first step of resource allocation is to review our organization and school priorities. As a leadership team, we determine what strategies we need to make financial investments in as determined by our data and our goals for the upcoming school year. Once we make these decisions we put together our proposed budget. We present this budget to the finance committee of our board and they review it, ask us questions and provide feedback and recommendations. Once it is approved by the finance committee we then present and review it in our public board meeting. We always do this in our annual board meeting which staff and families are invited to. Once the board approves the budget, we present our regional priorities and budget priorities to our families during our Title 1 meetings at the beginning of the school year. If we discover we have additional money for new need initiatives, we follow the same process providing a revised budget.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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 i-Ready 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 through weekly content team meetings. 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 (DIBELS and i-Ready reading data). Tier 2 and Tier 3 intervention groups will be updated monthly based on benchmark lessons and assessments.

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

Grade
 Percentage of Students Below Level 3
 3rd
 79%
 4th
 89%
 5th
 92%

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 directors 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 grades 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 (DIBELS 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 23-24 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 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 Measurable Outcomes

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 DIBELS growth goal

Grades 3-5 Measurable Outcomes

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

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 impact student achievement outcomes.

- 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 daily lesson mastery trackers. Students will be able to monitor their own growth by checking their scores and retaking quizzes they scored less than 70%.
- 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.

Hosey, Tawana , thosey@kippmiami.org

Evidence-based Practices/Programs

Description:

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. §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 ELA. 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 individual student growth goals.

Rationale:

Explain the rationale for selecting 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 evidence-based 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
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Literacy Leadership:

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.

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.

Literacy Coaching:

Literacy Achievement Directors will observe ELA classes daily, giving teachers real time instructional feedback.

They will support teachers in internalizing Amplify lesson plans by meeting with them weekly and co-planning together.

Coaches will engage in weekly data analysis by looking at student work on priority exit tickets are identified in the scope and sequence for power standards

Assessments:

Internally assess students' understanding of the Florida B.E.S.T. standards and our new curriculum by administering 3 quarterly assessments in reading as well as 3 mid-quarter quizzes.

We will internally assess students' reading level progress through DIBELS 8th edition 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.

We will internally assess students' using Florida's Progress Monitoring system.

We will administer weekly i-Ready quizzes and standard mastery quizzes to students throughout each quarter, between diagnostic assessment windows.

We will administer 3 i-Ready diagnostic assessments over the course of the school year.

Hosey, Tawana ,
thosey@kippmiami.org

Professional Learning:

Teachers will receive weekly Professional Development every Wednesday. We have a half day for students on Wednesdays, so teachers can receive 2 hours of Professional Development.

Teachers will participate in 2 Content Team Meetings with instructional leaders every week.

Teachers will receive weekly feedback on their teaching during a weekly one on one coaching meeting with their Assistant Principal

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

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

As a regional leadership team we reflected on the data and worked together to create our regional priorities. We branded these priorities as "The Blueprint". During summer PD with leaders, we spent time with all leaders reviewing the prior year results and the priorities and actions we plan to take on this year. We spent time digging in and making sure each leader internalized it and understood the actions and responsibilities that they were taking on this year. Next, we launched "The Blueprint" to all staff during our regional all staff PD day called Heartbeat Summit. We spent time internalizing what the priorities of the region are and how we will see them in action. Now all PDs indicate how they are tied back to the "The Blueprint" and clearly call out how this connects.

For our board, we shared our regional priorities as we were working and drafting them. We also solicited feedback and input. We rolled out our regional priorities to our board over the summer and invited our board to participate in our regional all staff PD day. In each board meeting we have a state of the region address where we will continue to provide updates on our progress to goals.

For families, we discussed "The Blueprint" and our priorities in each of our orientation days prior to the school year. We also plan to further discuss this more deeply and invite feedback and participation during our Title 1 meeting in September. During that meeting we will elect the members of the KIPP Team and Family Advisory Committee and through those meetings we will continue to provide updates on our progress to goals.

Our SIPs are located at www.kippmiami.org/compliance

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

Family Events - Our school leadership teams plan multiple family facing events including “Couralty Cookout”, Report Card Conferences, Family Orientation, Talent Showcases, Dance Performances, Kickball tournaments, and Science Fairs.

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

Our family engagement plan is located at www.kippmiami.org/compliance

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

Extended Instructional Time

Extended instructional time provides KIPP Miami students with more instruction and support through a longer school day, week and year. Students will attend school for an average of 8 hours per day four days a week, with a fifth “early release” day each week to provide school faculty with time for collaborative planning, professional development, and data analysis. The extended time ensures every student has the instruction and individualized support needed to meet and exceed annual academic goals. We offer an extended school year that results in 4 additional days of instruction for students for a total school year in length of 184 teaching days. Through our extended time and additional days added to our school calendar, our students receive more than 331 additional hours of learning at school

Extended School Year (ESY) Summer Programming

At KIPP we have offered all eligible ESE students, students in need of credit recovery and those who were a level 1 or 2 on FAST PM 3 in an effort to close any instructional gaps and prevent ‘summer slide’ extended school year programming in June and July. Programming was tailored to help students get exposure to slightly different curriculum in a small group setting where they could focus on ELA and math daily for extended periods of time. This has also been an opportunity for students who are at risk of retention in 3rd grade to get supplemental instruction before retaking reading assessments related to promotion.

Parent Workshops

Offer parent workshops designed to equip families with information about how to support students academically and behaviorally at home. These workshops often include community partners who work with families to teach skills to assist parents (e.g. parenting workshops, resume writing) or ways to supplement learning at home (e.g. how to utilize online learning and tutorials, guided reading, site word and vocabulary acquisition).

Tutoring and Saturday School

We have varied our approach to tutoring programs and Saturday programs to meet the needs of our students. We have launched both large robust and centrally managed programs to support students and we have also had teachers independently target and directly work with students of concern using various resources and strategies. We will continue to provide tutoring programs to our students either through in-person support or virtual support and will provide that additional level of instruction either after school or through select Saturday programming.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

KIPP Miami works in partnership with local nonprofit organizations to provide easy access to certain social services for students and their families. Specific programs offered at KIPP Miami facilities include:

Family Services

- Project Upstart
- H.A.N.D.S.
- Sant La

Counseling & Therapy

- Sant La
- Infinite Ways Network
- Cayuga Centers
- A1A Behavior Therapy
- Speak Play Learn Therapy
- Barry University

Crisis Treatment

- Banyan Health Systems Mobile Crisis Unit

Health Services, Vision, Dental

- Rozalyn H. Paschal Pediatrics
- Florida Heiken Lighthouse for the Blind
- Seals on Wheels
- New Life Resources Inc.

Mentoring

- Girls Inc
- Black Men Build

Some of our planned services for this upcoming school year include:

- PlanBeTeen
- Miami Pro
- NAMI
- Children's Bereavement Center of South Florida

We have been fortunate to cultivate and work with a wide variety of community service providers to provide a wealth of resources and wrap around services for our families. Some of our most significant

partnerships include our mentoring services with Girls Inc and Black Men Build which has provided many opportunities for our middle school students to develop mentors and become connected to the broader community. One highlight was that our students were able to display their photography at the History Miami Museum at the end of this school year with the help of their mentors through Black Men Build.

Mental health and crisis counseling has been a very large need of our student and family population especially during and after the pandemic. We have been successful in working with a large number of crisis and mental health organizations that have worked in tandem with our social workers to provide additional therapies and support.

As we look to this next school year we are very excited to work with our new partner, Rozalyn H. Paschal Pediatrics who will be working to provide medical care to our students and families. As of now, we can provide reactive medical attention but through our partnership this year, we are hoping to launch a full service clinic which will be able to provide physicals, immunizations and telehealth appointments with a physician

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

KIPP Forward and High School Match:

We provide programming and small group academic counseling to our students to develop skills and habits in preparation for high school. This includes helping students with course selection in 8th grade to ensure adequate preparation for success in high school.

In addition we offer counseling and support to 8th grade families related to high school match and support with the pursuit of magnet program application.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We utilize a Multi-Tiered System of Support (MTSS) approach across all grades in our school to support students' problem behaviors. It focuses on outcomes through the systematic gathering and analysis of data to guide behavior decisions as well as present problem behavior. In addition to our MTSS we utilize a RTI process which benefits all KIPPsters in their pursuit to live choice filled lives. It is a proactive approach that focuses on closing the gap and supporting KIPPsters who are exhibiting problem behavior.

Tier 1 includes ALL KIPPsters who are part of our student body. It also includes the academic instruction and behavioral practices that are provided to everyone in the general education classroom setting. We utilize PBIS to teach positive behavior and prevent problem behaviors. Some examples include Class Dojo points, Courage points on Deans List, restorative circle, SEL block and student celebrations weekly, monthly, and quarterly. Tier 2 is a more targeted approach for the bottom 10% to 20% of each grade level that occurs in a small group setting. We utilize focused mentorship, counseling groups, daily behavior supports, Check In/Check Out (CICO), and structured breaks. Tier 2 intervention is implemented by teachers, interventionists, Assistant Principal/ Deans, counselors, and outside partners. Tier 3 is the bottom one to nine percent of each grade. At Tier 3, students receive more intense intervention one on one or a smaller group setting. We utilize individual counseling, multiple breaks, sensory items, individualized behavior plans, behavior contracts, and Social Emotional-Behavior

Intervention Plans. Tier 3 intervention is implemented by registered behavior technician (RBT), school partners, regional social workers.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. We assess teacher effectiveness through our holistic performance management system. We utilize a research-based, skill-based teacher rubric called “The Excellent Teaching Rubric” (ETR) along with a companion tool called the Microgoal booklet to coach and evaluate all teachers. Teachers are observed and rated on the ETR at three intervals: BOY, MOY, and EOY. They have a formal performance management conversation at each interval where teacher goals are set and progress monitored throughout the year. Instructional support practices are evaluated for their effectiveness through weekly team walkthroughs, daily classroom observations and ultimately student growth and mastery. Our instructional practices have led us to see the most year over year growth on iReady reading and math as well as meet our academic PBA goals overall. Additionally, our instructional practices have led to most of our teachers showing growth in all domains of the Excellent Teaching Rubric from BOY to EOY.

2. For early career teachers, we have dedicated resources to a position called the Associate Director of Teacher Development which focuses on coaching and developing our cohort of early career teachers. The support mechanisms in place include two weeks of extra summer development, weekly professional development to practice instructional practices, one on one coaching from an assistant principal and weekly content teams alongside teachers on their grade level to develop understanding of standards. Our early career teachers also receive extra observation feedback time from the leadership team and regional team. We do not have a formal mentoring program established, instead we place our new teachers in residence with more veteran teachers to observe and learn effective classroom instruction.

3. For veteran teachers, we have implemented a teacher leader cohort which includes many of our teachers with multiple years of experience. They engage in a professional learning community focused on instruction, leadership, and team. Additionally, our veteran teachers are given the opportunity to mentor “new to KIPP” teachers. They are also spotlighted for their instructional practices and coached towards the “infinity” level of our Excellent Teaching Rubric (ETR).

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

Kindergarten Transition Meetings:

To ensure that incoming Kindergarten students successfully transition into the KIPP Miami school community, we conduct a series of transitional meetings for students and families. The goal of these meetings is to familiarize students with the mission, vision and values of the school while also sharing key information about what to expect regarding curriculum and instruction. Kindergarten Transitional meetings are held multiple times throughout the year to show preschool families what a day in the life of a Kindergartener is truly like at KIPP Miami. We also share educational resources for preschool students that will help them be Kindergarten ready. It is a document we created called “The Family Five” which focuses on specific skills to practice with preschool children during the summer to ensure their transition to Kindergarten is smooth. These five foundational skills below are crucial in setting your child up for success as they embark on their learning journey with us:

Skill #1: Write first and last name

Skill #2: Identify and write all 26 letters of alphabet

Skill #3: Say the sound that each letter makes

Skill #4: Identify and write numbers 1 - 20 (K)

Skill #5: Say and write grade level sight word

Multiple opportunities are created to ensure we are able to reach as many of our incoming students as possible. Additionally, we have Kindergarten Orientation which includes a school day dedicated to only our Kindergarten students and families where they learn the systems and routines of our school with no other students in the building.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Differentiation				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2332 - Kipp Miami Liberty City	UniSIG	1.0	\$100,000.00
			<i>Notes: Managing Director of Teaching and Learning - New role that is overseeing all local academic decisions and monitoring our academic strategy.</i>			
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2332 - Kipp Miami Liberty City	UniSIG	5.0	\$20,000.00
			<i>Notes: PLC Course Leaders - Stipends for leaders of our CTM meetings who focus on lesson plan internalization.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2332 - Kipp Miami Liberty City	UniSIG	1.0	\$70,000.00
			<i>Notes: Director of Student Experiences - New role that is managing alignment and norming of student culture.</i>			
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$15,796.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2332 - Kipp Miami Liberty City	UniSIG		\$13,706.00
			<i>Notes: New science curriculum we purchased to be further aligned with state standards.</i>			
			2332 - Kipp Miami Liberty City	UniSIG		\$2,090.00
			<i>Notes: New social studies curriculum we purchased to be further aligned with state standards.</i>			
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$279,179.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			2332 - Kipp Miami Liberty City	UniSIG	1.0	\$79,179.00
			<i>Notes: Director of ESE - Role that is coaching and developing our APs of ESE and monitoring performance.</i>			
			2332 - Kipp Miami Liberty City	UniSIG	1.0	\$50,000.00
			<i>Notes: AP of ESE, Elementary - New role that is managing student performance among ESE students and differentiated processes.</i>			
			2332 - Kipp Miami Liberty City	UniSIG	1.0	\$50,000.00
			<i>Notes: AP of ESE, Secondary - New role that is managing student performance among ESE students and differentiated processes.</i>			
			2332 - Kipp Miami Liberty City	UniSIG	6.0	\$100,000.00
			<i>Notes: Interventionists - Additional capacity to target grades 2-4 in reading intervention based on PM1 and Q1 results.</i>			
					Total:	\$510,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No