Miami-Dade County Public Schools

Kipp Miami Sunrise Academy

2018-19 Schoolwide Improvement Plan

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Kipp Miami Sunrise Academy

6745 NW 23 AVE, Miami, FL 33147

www.kippmiami.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	%

School Grades History

Year

Grade

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At KIPP Miami Sunrise Academy, 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.

Provide the school's vision statement.

KIPP Miami seek to create and sustain a high achieving and inspiring community schools that battles 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.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Bravo, Leyla	Principal
Brutus, Tiffany	Assistant Principal
Johnson, Kayla	Assistant Principal
Moreno, Raul	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Leyla Bravo, Principal - Provides a common vision and plan for the use of data-driven decision making, and strategic planning. Oversees every facet of the school including operations, talent, culture and instruction and directly manages all other members of the leadership team.

Monica Kress, Managing Director - Provides vision and plan for all schools in keeping in accordance with KIPP values and shared best practices. Provides all operational and partnership supports.

Tiffany Brutus, Assistant Principal - Manages and provides instructional coaching to all math lead teachers, specials teacher and ESE teachers. Additionally she serves as the ESE/ ESOL coordinator for the school.

Kayla Johnson, Assistant Principal – Manages and provides instructional coaching to all ELA teachers and all novice teachers. Additionally she serves as a coordinator for our after school program and family engagement.

Raul Moreno, Director of School Operations – Manages all operational facets of the school.

Early Warning Systems

Year 2017-18

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**	
Attendance below 90 percent	2	4	0	0	0	0	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	3	4	0	0	0	0	0	0	0	0	0	0	0	7

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

n/a since 2017-2018 will be our first school year.

Which data component showed the greatest decline from prior year?

n/a since 2017-2018 will be our first school year.

Which data component had the biggest gap when compared to the state average?

n/a since 2017-2018 will be our first school year.

Which data component showed the most improvement? Is this a trend?

n/a since 2017-2018 will be our first school year.

Describe the actions or changes that led to the improvement in this area.

n/a since 2017-2018 will be our first school year.

School Data
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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	62%	56%	0%	54%	52%
ELA Learning Gains	0%	62%	55%	0%	56%	52%
ELA Lowest 25th Percentile	0%	59%	48%	0%	52%	46%
Math Achievement	0%	69%	62%	0%	62%	58%
Math Learning Gains	0%	64%	59%	0%	60%	58%

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
Math Lowest 25th Percentile	0%	55%	47%	0%	49%	46%
Science Achievement	0%	58%	55%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	2 ()	4 ()	0 ()	0 ()	0 ()	0 ()	6 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	1 ()	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
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**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Our Kids Love to Read and We Do To! - F&P Classroom Implementation
Rationale	We believe fundamentally that all students will have the foundation for success in all content areas as long as they are well equipped to read, comprehend and write on grade level. We will be implementing Fountas and Pinnell classroom an effort to create a more cohesive approach to teaching reading that continues to integrate rigorous standards-based instruction with grade-level texts, but also treats the process of learning to read as fundamentally tied to encountering text at a range of levels. FPC celebrates students' independent reading and focuses on skills and content that they can apply across multiple kinds of texts. The units that students engage with are thematically aligned, so that they are building strong schema as they create meaning. We will also create space in the school day schedule for Reader's Workshop and for Reading Intervention at all grade levels.
Intended Outcome	All students will grow 3 reading levels by the end of the year and will achieve 80% standards mastery on our formative assessments for text study (comprehension), phonics and writing. Additionally we want to impart a love of reading and foster reading independence on our students.
Point Person	Leyla Bravo (lbravo@kippmiami.org)

Action Step	
Description	Kayla will have a literacy team at the school. this is the team of individuals who oversee the implementation of FPC. Lead planners work to take the lesson plans that are created and ensure that they are tailored to meet the needs of our students and classes in response to data. They also help to lead our content team huddles daily in which previews for literacy materials and work is previewed. Lastly they lead weekly content team meetings with all other grade level literacy teacher. During this time they lead reflections and protocols on student work, data review and discuss and share remediation strategies with the team. Kayla will work with our Teaching and Learning team to continue to support and develop teachers in their content and skills. She leads staff book club meetings, planning for literacy initiatives and events like celebrity guest readers (King Mentor Kings Day).
Person Responsible	Kayla Johnson (kjohnson@kippmiami.org)

Plan to Monitor Effectiveness	
Description	All lessons end with either a daily or weekly exit ticket/ assessment which teachers analyze and make adjustments to lessons. Weekly, teachers utilize a strategic reteach block to make sure that they circle back to standards that students are still struggling with. Students are reassessed every quarter and assigned new groups or interventions if necessary. A similar approach is used in math wherein the lesson is whole group, but students participate in differentiated math centers based on leveled groupings. Students are re-assessed every quarter on their standards mastery performance on a quarterly assessments. When a student drops to the lower 25% additional interventions are also implemented. These include creating "power hour" groups where direct instruction and support is provided to students based on gaps across the grade level, or working directly with ESE teachers to re-teach concepts one on one or in small group pull out.

We will administer the F&P assessments to every student to determine reading level growth. Additionally quarterly assessments will be administered to all students which we will use to determine standards mastery. These data points will be reviewed on a quarterly basis and action plans for the quarter will be completed during our school's Data Day (professional development day) including RtI referrals and other intervention strategies.

Person Responsible Kayla Johnson (kjohnson@kippmiami.org)

Activity #2	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Activity #3	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Part IV: Title I Requirements

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

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

- "Welcome Visits" are completed at the time of enrollment for each student and family. These include a visit to the family's home where introduction to KIPP program and expectations are shared, families share their "hopes" and "dreams" for their student, a brief assessment of the student completed (if applicable) and a "commitment to excellence" form is completed.
- Culturally responsive teaching and on-going professional development
- Frequent contact with families including regular phone calls home, communication via Classroom Dojo, greeting of families at arrival and dismissal, family volunteer opportunities and family events
- Kings Mentor Kings and Queen Mentor Queens Days where male or female family members or community members read to students and classes
- Family attendance as part of our Saturday School programming
- Additional mentoring support through our College Prep program

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Emotionally we work with students to ensure that they are living up our values. We explicitly teach character education every day using the PATHs curriculum. Additionally we host morning and afternoon circles in classrooms. During this time students discuss given values and traits that were shown throughout the school day in their class and they take time to acknowledge and give praise to each other. Lastly, we use restorative practices as part of our behavior management system. This allows students the autonomy and flexibility to remove themselves from a situation where their emotions might escalate and learn to control their feelings in a safe space without judgement. This is also a key opportunity for the classroom teachers to help meet individual student's social-emotional needs.

For individual students who might have greater needs, we have a partnership with the Jewish Community Services (JCS). JCS runs a school based clinic at our school where we have a licensed mental health counselor present on campus 3 days a week. Our mental health counselor has actively screened our students for signs of trauma and any other indicators that might lead a student to need additional support structures. She provides services including play and behavioral therapies.

Additionally we have an additional partnership with a program called College Prep who provides not just afterschool program directors, but also mentorship program with specific students and families who needs additional support. The program directors are licensed social workers and provide services during the afternoon of the school day and then specifically additional programming and support for students and families on Fridays.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We currently support our incoming K students through first making sure that every incoming student receives a "Welcome Visit" (a visit to the family's home by school personnel). We are able to use that time to better get to know our families and students prior to their arrival to the school and it allows every student and family to better know a staff member so their first day of school is not as intimidating. We welcome all incoming students to an "orientation" week with incoming grade levels prior to the first day of school. We use this time so that theses students have additional staff members to provide support and make the transition easier. During that times work with students to explicitly teach and practice our routines so that they are comfortable prior to additional students being in the building.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team meets weekly for strategic meetings. During these meetings, the leadership team follows a protocol in which they review data and reflect on the progress to goals. Based on the data reviews they will discuss strategies and determine next steps to address the gaps seen. Additionally teachers use a protocol weekly during their Wednesday professional development time in content team meetings. During content team meetings teachers review student work samples, student data and action plan for remediation and strategic reteach for that week.

For some of the students who we are concerned about as indicated by various warning signs (attendance, academic, behavior), the school leadership team engages in a bi-weekly meeting to determine a plan of action and progress monitors these interventions.

Lastly all resource coordination culminates in response to the school's Data Days which are hosted once a quarter. These mark the end of RtI cycles and quarterly assessments and that information is used to determine new strategies and supports for the upcoming quarter.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We create a college-centric culture starting in K. All grade levels are referred to by the year they matriculate into college (ie. K- Class of 2031, 1st grade - Class of 2030). Every classroom and cohort is named after a college and that is how students identify themselves. We regularly use the language of "working to and through college" with all our students and teachers share and discuss their college experiences. We hope to take students on one college tour every year. We also partner with an after school program called College Prep which provides enrichment opportunities after school and also will start to work with our families to start FL college pre-paid plans.

Part V: Budget	
Total:	**$75,000.00**