

Miami-Dade County Public Schools

Kipp Miami Sunrise Academy



2019-20 Schoolwide Improvement Plan

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Kipp Miami Sunrise Academy

6745 NW 23 AVE, Miami, FL 33147

www.kippmiami.org

Demographics

Principal: Monica Kress

Start Date for this Principal: 8/29/2019

2019-20 Status (per MSID File)	Closed: 2020-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Job Duties and Responsibilities
Bravo, Leyla	Principal	
Johnson, Kayla	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	120	120	60	0	0	0	0	0	0	0	0	0	0	300
Attendance below 90 percent	1	8	7	0	0	0	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	11	14	0	0	0	0	0	0	0	0	0	0	26

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	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	62%	57%	0%	57%	55%
ELA Learning Gains	0%	62%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	58%	53%	0%	58%	52%
Math Achievement	0%	69%	63%	0%	66%	61%
Math Learning Gains	0%	66%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	55%	51%	0%	57%	51%
Science Achievement	0%	55%	53%	0%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	120 (0)	120 (0)	60 (0)	0 (0)	0 (0)	0 (0)	300 (0)
Attendance below 90 percent	1 (2)	8 (4)	7 (0)	0 (0)	0 (0)	0 (0)	16 (6)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	1 (1)	0 (2)	1 (0)	0 (0)	0 (0)	0 (0)	2 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Our Kids Love to Learn and We Do Too
Rationale	This priority is about increasing the level of academic engagement and curiosity our kids experience each day, which is crucial in driving student investment, rigor, and achievement. Part of this priority is meeting students where they are and ensuring that we are meeting them where they start.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. 80% of students meeting their individualized benchmarks for F&P assessments 2. 80% of students scoring 80% or above on internal Literacy and Math Quarterly assessments 3. Students demonstrating a love of learning through a network wide school survey
Person responsible for monitoring outcome	Leyla Bravo (lbravo@kippmiami.org)
Evidence-based Strategy	We are building teacher content knowledge while also using a Tiered approach to both academics and behavior. We believe one size does not fit all and we believe we need to build our teachers' capacity to differentiate the standards for every single student.
Rationale for Evidence-based Strategy	Tiered interventions are critical to reach all students and ensure that every student feels successful. Tiered interventions also ensure that students are being met at the zone of proximal development and meet the needs of all our students. MTSS/RTI is a critical piece of this.
Action Step	
Description	<ol style="list-style-type: none"> 1. Hire 1-2 interventionist to service students that are below grade level or on the bottom 25% 2. Analyze F&P data to group students according to their needs 3. Pull small groups in both reading and math to ensure students are receiving the support needed 4. Do weekly running records on select students to ensure that students are constantly getting the support needed and are placed in the right groups 5. Analyze effectiveness of these interventions after 6 weeks and then start the process again 6. Have teachers convene in professional learning communities at least 3 times a week on the process of how students in their age group learn, how to do differentiated instruction in the classroom, learn their content deeply and analyze student work 7. Create professional development scope and sequence that aligns to what the data is telling us our students need 8. Ensure teachers create a love for learning in the classroom and involve families in demonstrating this love of learning as well by using our Dojo Family Communication Platform as a means of communicating what students are learning
Person Responsible	Leyla Bravo (lbravo@kippmiami.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 Conscious Discipline and teachable moments, explicit instruction on our values and school rules. 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. Our social worker pulls social skills groups for students that have also been identified as needing more behavioral supports.

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 these students have additional staff members to provide support and make the transition easier. During that time 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

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

1	III.A.	Areas of Focus: Our Kids Love to Learn and We Do Too				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

		160-Other Support Personnel	2008 - Kipp Miami Sunrise Academy	Title, I Part C	1.0	\$0.00
			<i>Notes: Teacher in Residence to support 2 1st grade classrooms</i>			
		160-Other Support Personnel	2008 - Kipp Miami Sunrise Academy	Title, I Part C	1.0	\$0.00
			<i>Notes: Teacher in Residence to support 2 1st grade classrooms</i>			
Total:						\$0.00