

Miami-Dade County Public Schools

Kipp Miami Liberty City



2019-20 Schoolwide Improvement Plan

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Kipp Miami Liberty City

3000 NW 110TH STREET, Miami, FL 33167

[no web address on file]

Demographics

Principal: Monica Kress

Start Date for this Principal: 8/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-10
Primary Service Type (per MSID File)	K-12 General Education
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)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
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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[no web address on file]

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)
Combination School KG-10	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

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission 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.

Provide the school's vision statement.

At KIPP Liberty, we cultivate the power and potential in ourselves and in each other. We work alongside our families and community to honor roots, break down walls, and nurture synergies. As leaders, we listen and challenge with love. We explore, define, and evolve towards our own unique purpose. We engage in this beautiful, productive struggle with integrity. KIPP Liberty is the garden from which we grow into our best selves, sowing seeds that foster a more equitable 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, Ian	Principal	<p>The School Leader at KIPP Liberty Academy is ultimately responsible for the success and wellbeing of the school, students and teachers. To this end, the SL facilitates the creation of, models and monitors the school's Visions, Expectations, Norms and Structures to ensure that the school and all members of the school community are able to live out their life's purpose to the fullest possible extent. This includes coaching and supporting leaders responsible for the instructional development of teachers in all departments, coaching the Academic Operations Manager and Social Worker and working with the regional KIPP Miami Team to ensure growth, appropriate alignment, and required compliance across the KIPP NJ/ Miami Region.</p> <p>Vision, Culture, Expectations & Structures</p> <ol style="list-style-type: none"> 1. Draft and Facilitate the creation of the school's Visions, Expectations and Structures before the launching of the school. 2. Plan and execute Professional Development sessions during Summer Training & during School-based PD that invest the team in the school's visions, culture, expectations and structures and supports them in internalizing and executing on these visions, culture expectations and structures. 3. Protect the decision-making structures that allow the school's Visions, Culture, Expectations and Structures to evolve organically forward, driven by the needs and ideas of the students and teachers in the building. 4. Defend the school's Visions, Culture, Expectations and Structures from outside forces that could negatively influence these key components of the school community. 5. Observe and monitor all parts of the building and provide feedback to all members of the school community in support of the school's Visions, Culture, Expectations and Structures. <p>Leadership Coaching</p> <ol style="list-style-type: none"> 6. Plan and execute 45-minute Leadership O3's with 4 APs, Social Worker and Academic Operations Manager 7. Plan and execute 90-minute Leadership Team Meetings weekly. 8. Co-observe classes with each AP Weekly to align the bar and sync on the strengths and highest leverage growth opportunities for the teacher. 9. Join Leadership Team for weekly Walkthroughs to align the bar, and build shared knowledge of areas of strength and grow schoolwide. 10. Observe APs in O3s and/or Content Meetings once per week and provide feedback and input to aid in the AP's professional development. 11. Plan and execute Growth and Development Meetings for APs, Social Worker and Academic Operations Manager at the middle and end of the year. <p>School Culture</p> <ol style="list-style-type: none"> 12. Join Social Worker in greeting students at entrance of the school each morning as available. 13. Coordinate planning and leadership of Whole School Team & Family time every other Wednesday morning. 14. Provide direct and real-time coaching to everyone in the school in the service of the school's vision. 15. Support Student and Team Culture for grade teams by overseeing AP support of Grade Team Leaders and Grade Team Culture Leads especially though Weekly

Name	Title	Job Duties and Responsibilities
		<p>Culture Meetings on Thursdays after school.</p> <p>16. Lead one Growth Block per week in Independent Reading and Blended Learning when PIR 1 is out of the building.</p> <p>17. Lead Reflection 5A on Mondays</p> <p>Hiring</p> <p>17. Manage Teacher Leaders on Grade Teams to identify the high quality candidates to join their teams, by executing phone interviews, coordinating sample lessons, checking references, and leading grade team in hiring protocol to decide.</p>

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	0	0	0	0	0	62	83	0	0	0	0	0	0	145
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	2	4	0	0	0	0	0	0	6
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 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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	0	0	0	0	0	5	6	0	0	0	0	0	0	11
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	11	8	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	27	28	0	0	0	0	0	0	55

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	0	0	0	0	0	37	33	0	0	0	0	0	0	70

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%	63%	61%	0%	59%	57%
ELA Learning Gains	0%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	55%	51%
Math Achievement	0%	67%	62%	0%	62%	58%
Math Learning Gains	0%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)											Total
	K	1	2	3	4	5	6	7	8	9	10	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	62 (0)	83 (0)	0 (0)	0 (0)	0 (0)	0 (0)	145 (0)
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)	2 (0)	4 (0)	0 (0)	0 (0)	0 (0)	0 (0)	6 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (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)	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.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

This is the first year of the school, so we currently don't have prior year's school data.

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

See above.

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.

See above.

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

See above.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Over 30% of our incoming 5th and 6th grade classes earned a Level 1 on at least one of two state tests.

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

1. Our Kids Run to School - We will build a strong student culture, invested in our school, growth, and our journeys through college.
2. Our Teammates are Everything - We will build a strong staff culture where staff is supported.
3. All Our Kids will Grow - All of our students will earn Learning Gains on the state assessments

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	All Our Kids Will Grow
Rationale	We know that 100% of our students have the capacity to grow and must grow in order to be prepared for college.
State the measurable outcome the school plans to achieve	We are striving to ensure that 80% of our students make Learning Gains. And 90% of our Lowest 25% (based on prior year's states test) make Learning Gains
Person responsible for monitoring outcome	Ian Bravo (ibravo@kippmiami.org)
Evidence-based Strategy	Guided Reading
Rationale for Evidence-based Strategy	Guided reading is critical for providing differentiated instruction to kids to support the rapid growth of their reading level. All students will be assessed on F&P reading levels at least 3 times per year and moved up in their group as their level increases.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assess State Test Data for Scale Score growth required for learning gains. 2. F&P diagnostic for all kids to determine reading level. 3. Begin Guided Reading Groups 4. F&P Students mid-year 5. Shift kids into higher groups as they are ready to push their independent reading level forward.
Person Responsible	Ian Bravo (ibravo@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.

Family orientation will occur at the beginning of each school year, and will provide opportunities for families to meet their children's teachers and see their classrooms. Imbedded in the orientation will be an opportunity for families to hear about teacher purpose maps, and to be invited to begin participating in activities that will get them generating ideas about their purpose maps and sharing with one another.

Family members will leave with a purpose map guide. When they return for the first Saturday school, they will be broken up into circles to have the opportunity to share their purpose maps. We will also use the event to share with families how they should give us feedback. We will share the school calendar, and any systems that we have in place for calendar invites, or text communication. Finally, the entire day will be planned around communicating certain key beliefs about our school including: Community, Feedback, Communication, Love and Respect.

The school will maintain clear processes for ongoing feedback. All families will have access to a link on the website requesting feedback. It will also give them an opportunity for urgent or significant matters to schedule calls or in-person office hours with anyone on staff through Calendly. And of course, for big emergencies, families can call teachers or leaders anytime. The office will also include a box requesting gratitude and/or feedback from families. The School Office Manager will be responsible for snapping a picture of each and emailing it to the correct teacher/leader on a daily basis. Feedback might serve to inform the monthly protocol meetings mentioned above.

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.

The school employs a Social Worker whose responsibility is to have counseling with all students mandated on IEP (currently 7), and to prioritize other students onto their caseload based on classroom observations and teacher referrals.

The Social Worker has also hired a clinical intern who will be joining us for half days all the way through June, and will support in counseling students.

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

Each cohort builds an identity as the Class of (for example) 2026, the year they will go to college. When entering the school for the first time, students engage in two days of Student Orientation all together to get oriented to the school. At the end of each year, we have an award ceremony. In three years we will have our first outgoing cohort of 8th graders, and will have a ceremony for them.

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 Rtl 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: All Our Kids Will Grow				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		160-Other Support Personnel	2332 - Kipp Miami Liberty City	Title, I Part C	1.0	\$0.00
		<i>Notes: A Teacher in Residence for 5th Grade ELA</i>				
		160-Other Support Personnel	2332 - Kipp Miami Liberty City	Title, I Part C	1.0	\$0.00
		<i>Notes: A Teacher in Residence for 6th Grade ELA</i>				
Total:						\$0.00