

Miami-Dade County Public Schools

Dr. Michael M. Krop Senior High



2021-22 Schoolwide Improvement Plan

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Dr. Michael M. Krop Senior High

1410 NE 215TH ST, Miami, FL 33179

<http://mkhs.dadeschools.net/>**Demographics****Principal: Lee Krueger R**

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (55%) 2016-17: B (59%)
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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1410 NE 215TH ST, Miami, FL 33179

<http://mkhs.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<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.

We educate all students in a safe, nurturing, challenging environment that empowers them to become ethical, well-rounded individuals who are lifelong learners and productive members of the global community.

Provide the school's vision statement.

Dr. Michael M. Krop Senior High School will become the most respected and successful public high school in Florida by providing students with the essential skills to live healthier and more productive lives.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kosnitzky, Adam	Principal	Provide leadership for schoolwide development and implementation of academic initiatives; promotes and enforces a safe learning environments for all stakeholders through positive school culture; encourages social emotional well being of students and staff
Meras, Ines	Assistant Principal	Under the direction of the principal, procure articulation alignment with feeder schools, maintain a safe learning environment for all stakeholders, academic oversight and leadership for ELA, Reading, ESE, World Language departments and Magnet program. Implementation of faculty professional development opportunities, digital platforms oversight, website management and OPS. Support of all learners in social emotional growth and promote academic achievement.
Metcalfe, Ruthie	Teacher, K-12	English Language Arts and Reading Teacher, Grades K-12. Monitoring data for Targeted Skills Instruction (Differentiated Instruction - DI), monitoring attendance, collaborative planning with administrators and educators, leading and participating in Professional Development (PD), investing all stakeholders to ensure student academic success in ELA/Reading.
Holmes, Tarrence	Teacher, K-12	Teach mathematics courses from Algebra to Advanced Placement Calculus BC, Statistics and Dual Enrollment Courses, Coordinate the school wide tutoring initiative through Mu Alpha Theta, as the Department Chairperson, provide leadership and assistance to the department by modeling, monitoring school wide assessment data for math, providing resources (curriculum, teacher, and student), and collaborating with all stakeholders to improve teaching and learning for all of our students.
Harvard, Marquis	Teacher, K-12	Developing 504 Plans for students needing classroom accommodation, Educational Plans for Gifted Students and IEP's for for student with disabilities. Provide teachers support in the planning and implementing of required accommodations and strategies for student success in the general education setting.

Demographic Information

Principal start date

Friday 7/19/2019, Lee Krueger R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

56

Total number of teacher positions allocated to the school

101

Total number of students enrolled at the school

2,200

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

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

8

Demographic Data**Early Warning Systems****2021-22****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	0	0	0	0	486	619	547	548	2200	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	97	203	170	122	592	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	20	154	90	41	305	
Course failure in Math	0	0	0	0	0	0	0	0	0	27	220	205	93	545	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	56	107	82	100	345	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	75	131	130	121	457	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	200	0	0	0	200	

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	69	243	200	150	662

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	0	0	0	0	1	1	0	12	14	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	7	11	25	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	649	585	569	565	2368	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	202	172	118	201	693	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	154	90	41	12	297	
Course failure in Math	0	0	0	0	0	0	0	0	0	221	205	93	7	526	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	82	99	88	374	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	131	120	126	507	

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	242	201	139	121	703	

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	0	0	0	0	1	1	0	12	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	7	4	15	30

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	59%	56%	57%	59%	56%
ELA Learning Gains				50%	54%	51%	49%	56%	53%
ELA Lowest 25th Percentile				34%	48%	42%	40%	51%	44%
Math Achievement				42%	54%	51%	42%	51%	51%
Math Learning Gains				48%	52%	48%	41%	50%	48%
Math Lowest 25th Percentile				45%	51%	45%	32%	51%	45%
Science Achievement				67%	68%	68%	65%	65%	67%
Social Studies Achievement				80%	76%	73%	79%	73%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	54%	55%	-1%	55%	-1%
Cohort Comparison						
10	2021					
	2019	54%	53%	1%	53%	1%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	68%	-4%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	71%	6%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	63%	-28%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	54%	-9%	57%	-12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used were Midyear assessments in the following subject areas and grade levels:

9th grade ELA and Algebra 1

10th grade ELA, Geometry and Biology

11th grade U.S. History

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		54.1	
	Economically Disadvantaged		45.5	
	Students With Disabilities		37.9	
	English Language Learners		21.9	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		57.6	
	Economically Disadvantaged		57.2	
	Students With Disabilities		27.3	
	English Language Learners		60.0	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		53.5	
	Economically Disadvantaged		61.8	
	Students With Disabilities		50.0	
	English Language Learners		17.2	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		49.6	
	Economically Disadvantaged		47.2	
	Students With Disabilities		33.3	
	English Language Learners		22.6	
	Number/% Proficiency	Fall	Winter	Spring
	All Students		6.4	
Biology	Economically Disadvantaged		4.1	
	Students With Disabilities		0	
	English Language Learners		0	
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
US History	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners		64.4 60.2 32.1 33.3	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	32	26	16	23	30	36	41		100	24
ELL	18	32	32	12	27	40	22	28		93	35
ASN	50	67								100	79
BLK	33	33	29	11	18	29	48	54		97	40
HSP	53	42	31	30	26	38	57	55		94	59

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	53	44		30			64	60			
WHT	67	43	20	32	18		75	76		97	71
FRL	41	36	31	15	20	34	52	53		96	48
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
SWD	30	37	21	31	41	46	41	51		83	31
ELL	30	41	33	31	47	40	52	55		80	56
ASN	79	62		70	80			80		92	82
BLK	42	41	27	29	42	43	56	74		94	40
HSP	60	54	39	46	53	48	70	82		91	65
MUL	54	54		27	36						
WHT	72	54	43	60	48	44	78	89		97	83
FRL	48	46	34	33	44	46	61	74		93	50
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
SWD	28	37	27	28	27	18	33	35		74	20
ELL	21	43	45	24	36	29	33	41		83	56
ASN	74	62		54	58		64	77		100	80
BLK	44	43	36	31	36	34	53	71		91	31
HSP	60	51	45	46	43	28	74	82		88	62
WHT	72	55	52	59	45	24	77	86		94	80
FRL	50	45	37	35	39	34	57	74		90	41

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The 2019 school-district comparison for ELA achievement across grades levels shows a decrease of 1% in 9th grade and a increase of 1% in 10th grade. All ELA subgroup achievement decreased except for SWD, ELL and ASN which increase from 2 - 8 percentage points. All ELA Subgroup Learning Gains decreased except for HSP which increased by 3 percentage points. All ELA Subgroup Learning Gains L25 decreased by at least 3 percentage points. Mathematics achievement for the subgroups, SWD, ELL, ASN, HSP, MUL, WHT increased and the achievement level for the subgroups, BLK, FRL experienced a decrease, but was stable between 2018 and 2019. All Math Subgroup Learning Gains L25 showed the increase of at least 12 percentage points. Science subgroups, SWD, ELL, BLK, WHT, FRL experienced an increase of at least 3 percentage points. The 2021 school-district comparison for ELA achievement showed a decrease of 9 percentage point overall from the 2019 scores. There was an overall decrease in learning gains in ELA of 11 percentage points. ELA scores for students in the L25 decrease by 3 percentage points. Mathematics achievement decreased by 21 percentage points overall. The Geometry proficiency rate decreased by 22 percentage points and Algebra 1 decreased by 18 percentage points. Learning gains in mathematics showed an overall decrease of 21 percentage points. Mathematics L25 subgroup showed a decrease in learning gains of 12 percentage points which was 9 percentage point better than the overall mathematics learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

As per assessment data, the Geometry and Algebra 1 overall learning gains demonstrate the greatest need. The learning gains decreased by 22 percentage points in Geometry and 18 percentage points in Algebra 1.

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

For the last 3 years, we have focused on standards-based instruction specifically in ELA and IR classrooms. We will shift our focus to data-driven differentiated instruction while still incorporating standards-based instruction to help meet the needs of our L25 subgroup.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All Math Subgroups Learning Gains L25 showed the greatest improvement from 32% in 2018 to 42 % in 2019.

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

We implemented targeted in class peer tutoring through executive internships honors courses where honors students were pushed in to work with L25%. Pull out with math support was also provided once a week. Peer tutoring during class will be reimplemented during the 2021-2022 school year along with data driven differentiated instruction.

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

Data-Driven Instruction and the 4 C's are going to be implemented in order to remediate deficiencies and close learning gaps to accelerate learning for the lowest-performing 25%.

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

As it pertains to Professional Development (PD), on August 19, 2021 an in-school PD took place on Differentiated Instruction and Data-Driven Instruction.

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

Additional services that are going to ensure sustainability will include continuous progress monitoring involving all stakeholders. Teacher implementation of Differentiated Instruction will be evident in lesson plans and through administrative observations from August 23 - October 11th

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus	Based on the data reviewed from the Mid-Year Assessment data and 2021 achievement scores, it was determined that the B.E.S.T. Standards is going to be the focal point. The Lowest 25% in all Subgroups were identified as not meeting sufficient progress.
Description and Rationale:	
Measurable Outcome:	Based on the implementation of the B.E.S.T. Standards we expect to see a minimum of a 7 percentage points increase in learning gains by the end of the year on the Florida Standards Assessment (FSA), Geometry EOC and Algebra 1 EOC.
Monitoring:	The Leadership Team, peer groups, and department chairs will monitor through data-chats, interim assessments, walkthroughs, and instructional rounds to ensure that the standards are being implemented with fidelity.
Person responsible for monitoring outcome:	Adam Kosnitzky (pr7141@dadeschools.net)
Evidence-based Strategy:	Within the targeted B.E.S.T Standards, our school will focus on the evidenced-based instructional strategy of 21st century learning, the 4 C's (Creativity, Collaboration, Communication, and Critical-Thinking) which will assist our students in producing learning-gains by creating opportunities for problem-solving and digital literacy.
Rationale for Evidence-based Strategy:	21st century learning will ensure that teachers are incorporating various techniques to align with the B.E.S.T. Standards, through creativity, collaboration, communication, and critical-thinking/problem-solving.

Action Steps to Implement

By October 11, 2021, administrators will conduct first quarterly data chats with teachers following topic assessments using performance matters data. Teacher will identify targeted B.E.S.T standards needing focused instruction to produce learning gains.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

By October 11, 2021, teachers will conduct first quarterly data chats with students following topic assessments using performance matters data. Students will be able to identify standards needing focus and target learning gains.

Person Responsible Tarrence Holmes (tholmes@dadeschools.net)

In September 2021, teachers will participate in STEAM collaborative planning to develop lesson plan for STEAM project. Teachers will have completed creative, collaborative, problem-solving lesson for immediate implementation.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

Administrators will conduct walkthroughs during September 2021 - October 2021 to observe implementation STEAM lessons. Student will work collaboratively in development of project

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

By December 17, 2021, teachers will administer mid-year assessments and conduct data chats with students using performance matters data. Students will be able to identify standards needing focus and target learning gains.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

By December 17, 2021 administrators will conduct data chats with teachers to analyze mid-year assessment result and review plan of action for student achievement.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

By April 29, 2022 PD coordinator will provide professional development related to the use of Performance Matters to create assessments and use the data to drive instruction.

Person Responsible Philicia Ferguson (pferguson2@dadeschools.net)

By March 18, 2022 administrators will conduct data chats with teachers to review plan of action for closing learning gaps in L25 population.

Person Responsible Ines Meras (imeras@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data reviewed for our school, we will implement the targeted element of differentiated instruction. The lowest 25% showed a decrease in all the subgroups on the Mid-Year Assessment. It is clear from the data that we were not meeting the needs of all learners and we must improve our ability to identify students levels and differentiate instruction based on their unique needs.
Measurable Outcome:	Based on the implementation of Differentiated Instruction (DI) we expect to see a minimum of a 7 percentage points increase in learning gains on the 2022 Florida Standards Assessment (FSA), Geometry EOC and Algebra 1 EOC.
Monitoring:	The Leadership Team, peer groups, and department chairs will monitor through data-chats based on interim assessments and monitor the delivery of quality instruction during walkthroughs. Administrators will review lesson plans for evidence of differentiation, specifically for the students in the lowest 25% subgroups. Formative assessments will be used to monitor student progress on a monthly basis. The data will be analyzed by the Leadership team to to identify growth and determine if additional remediation is needed. Extended learning opportunities will be provided through after school tutoring and Saturday academies for students who are not demonstrating growth in targeted standards..
Person responsible for monitoring outcome:	Humberto Brito (hbrito@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Differentiation, our school will focus on the evidenced-based strategy of Data-Driven instruction. This will assist in improving the students' achievement levels and meeting student needs based on their individual targeted growth.
Rationale for Evidence-based Strategy:	The teachers are going to be using relevant data to align with their instructional plans to address student needs. Lessons will be customized to address individual student growth potential. Formative and summative data will be reviewed and used to revise lessons on an ongoing basis.

Action Steps to Implement

Teachers will attend professional development in August 2021 on differentiated instruction. Strategies will be implemented into lesson in all subject areas.

Person Responsible Philicia Ferguson (pferguson2@dadeschools.net)

Teachers will attend SAVVAS and Read 180 PD in September 2021 to implement curriculum and proficiently use assessments imbedded within the programs to drive instruction. Using the data to drive instruction is expect to yield student learning gains specifically for the lowest 25%.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

August 2021- October 11, 2021 - Teachers will develop lessons using data and include Differentiated Instruction. As a result, teachers will have appropriate resources, student groups and the lessons will reflect the differentiated instruction.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

August 2021- October 11, 2021 - Teachers will work collaboratively to create formative assessments using performance matters that are aligned with the weekly small group instruction. Teachers will use the performance matters to track student progress and adjust instruction as necessary.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

November 2021- December 5, 2021 - Teachers will use data from mid-year assessment to identify areas of focus for small group instruction and whole class acceleration and individual student growth. As a result, students should show an increase in learning gains specifically for the lowest 25%.

Person Responsible Ines Meras (imeras@dadeschools.net)

November 5, 2021 - December 17, 2021- Teachers will reflect, analyze and restructure instruction to address students' ability levels and content knowledge. Teachers will integrate technology, collaborative projects and small group instruction as evident in lesson plans.

Person Responsible Ines Meras (imeras@dadeschools.net)

By March 18, 2022 teachers will work collaboratively to develop videos to supplement professional development on the use of Performance Matters to create formative assessment. As a result teachers will use that data from assessments to drive small group instruction and monitor student gains.

Person Responsible Ines Meras (imeras@dadeschools.net)

By April 29, 2022 the math coach and instructional support personnel in ELA will push into respective classes to provide targeted small group instruction based on analysis on mid-year assessments. The use of the additional personnel in the classes is expected to close learning gaps for our L25 population.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:	Based on School Climate Data, the areas where we see concerns and disagreement are the level of staff morale and staff feeling overloaded. We found that 60% of the staff felt that morale is an issue at the school. The incorporation of a School Culture Team that is inclusive of all stakeholders and that does constant needs assessment, reflection, and feedback to monitor growth is going to be an action taken to address these needs for improvement.
Measurable Outcome:	We expect to see an increase of 22% in the School Faculty Morale category, showing a favorable outcome. 75% of faculty are going to say that school morale is high at the school site as evidenced by the school climate survey, and quarterly school wide data collection instruments.
Monitoring:	This area of focus is going to be monitored for the desired outcome through ongoing Professional Development and quarterly progress monitoring plan achievement, which is going to be done with surveys involving all stakeholders.
Person responsible for monitoring outcome:	Adam Kosnitzky (pr7141@dadeschools.net)
Evidence-based Strategy:	Empowering Teachers and Staff is the evidenced-based strategy being implemented for this Area of Focus. The leadership team will provide support for teachers, students and staff to become leaders, risk takers and innovators.
Rationale for Evidence-based Strategy:	Based on School Climate Data, this strategy was identified as being the most relevant and effective for this category. Empowering teachers and staff will create a group approach to problem solving and empower those outside the traditional leadership team to develop innovative solutions to raise faculty morale.

Action Steps to Implement

September 2021 - conduct survey to identify teachers and staff members that would like to participate in the school culture team as well as various committees (discipline, #IamKrop, Mindfulness). By conducting the survey teachers that are new to the building and those who have not participated in the past will have an opportunity to participate in new and ongoing initiatives.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

September 2021 - Administration will provide a location and resources to create a mindfulness and reenergizing room for staff and teachers to use. Staff members will work with administration and PTSA to transform the space in to a relaxing welcoming place.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

September 2021 Administration will meet with the school culture team to identify and discuss plan of action and select items to be addressed in quarterly climate survey. The Culture team will develop survey to be completed during department meetings.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

September - October 11, 2021 - During a specified department meeting, teachers and staff will participate in short climate survey following the same format as the end of the year school climate survey. The quarterly survey will provide important feedback determine climate. The results will be used to identify and address areas of concern.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

November 2021 - Administration will meet with department leaders and school leaders to analyze results from mini-climate survey. The team will identify areas of concern and discuss targets for remediating deficits.

Person Responsible Ines Meras (imeras@dadeschools.net)

December 2021 -Administration and select staff will complete the transformation of the re-energization room. Faculty and staff will use the location as needed for individual stress breaks and quite time. Use of the room is expected to yield a more patient relaxed environment.

Person Responsible Ines Meras (imeras@dadeschools.net)

By March 18, 2022 the school Culture Team will meet to identify incentives to increase staff and student attendance.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

By April 28, 2022 administrators will increase visibility throughout the school day. The increase visibility should result in the leadership team being more involved in the learning process and student engagement.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus	Based on School Climate SIP Review, we do not have a Leadership Succession Plan.
Description and Rationale:	Hench, this has been identified as a critical need. As our faculty evolves there has been a lag in participation beyond the classroom
Measurable Outcome:	The specific measurable outcome is going to be a cohesive program designed to identify and empower teachers to support the organization and all stakeholders, as evidenced through the number of respondents to our engagement surveys by 50%.
Monitoring:	Quarterly informal surveys, open-ended conversations with all stakeholders, culminating School Climate Survey.
Person responsible for monitoring outcome:	Adam Kosnitzky (pr7141@dadeschools.net)
Evidence-based Strategy:	Shared Leadership is the evidence-based strategy being implemented for this Area of Focus. Through the use of this strategy it is expected that teacher leaders will emerge and be active participants in the decision making processes at the school level.
Rationale for Evidence-based Strategy:	Through the use of Power BI and the School Climate Survey, we identified the Shared Leadership Strategy, essentially because this method offers various opportunities for involvement of all stakeholders. The lack of participation in the climate survey itself, only 18 staff members completed the survey, show a lack of involvement and need for empowerment of stakeholders.

Action Steps to Implement

Conduct August 2021 Leadership meeting with administration and department leaders to begin two way dialogue as representatives of their respective areas.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

Conduct mini climate survey's during department meetings (September - October) department meetings to determine areas of staff concern. Presenting mini survey's during department meeting is expected to increase participation.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

Identify potential leaders among all stakeholder to spearhead incentive initiatives in October. Through the development of incentive initiative the new leaders will feel empowered to motivate others.

Person Responsible Adam Kosnitzky (pr7141@dadeschools.net)

October 2021- mini leadership mentoring sessions to provide emerging leaders the opportunity become familiar with the responsibilities of leadership positions. Creating a succession plan through mentoring will allow future leaders to feel more confident in taking on a leadership roll.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

November 2021 - Implement incentive initiative recognizing honor roll students and those with less than 3 absences for the marking period. Administrators will provide support for implementing the plan and providing rewards.

Person Responsible Ines Meras (imeras@dadeschools.net)

December 2021- mini leadership mentoring sessions to provide emerging leaders the opportunity become familiar with the responsibilities of leadership positions. Creating a succession plan through mentoring will allow future leaders to feel more confident in taking on a leadership roll.

Person Responsible Humberto Brito (hbrito@dadeschools.net)

By April 18, 2022 opportunities will be provided for teacher leaders to participate in administrative team meetings. This will create an increased understanding of administrative roles and increase teacher input in school decisions.

Person Responsible Ines Meras (imeras@dadeschools.net)

By April 28, 2022 social media will be used to promote rising teacher leaders at the school.

Person Responsible Ines Meras (imeras@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In reviewing data provided on Safe Schools for Alex our primary area of concern with the highest incidents compared to other county schools are those concerning property and the secondary is drugs and public disorder. We will target to decrease incidents in this area by providing school wide informational student sessions on safety and "See Something Say Something" strategies to maintain a safe environment. Students will receive information and counseling on the effect of drug use and how to get help.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

We create a positive and inclusive environment that is tolerant to ensure that all stakeholders feel safe. Through the use of clubs, fostering relationships with PTSA and community organizations, Open House, Magnet programs, gardening, honor roll assemblies, and so forth, we implement protocols to ensure that all stakeholders feel safe. Through discussing emergency protocols, safety drills, and discussing health, all stakeholders feel protected and are following all the guidelines in place.

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

Administrators, educators, staff, parents, and students all play a role in promoting a positive learning environment and culture at the school. Each administrator will identify an exemplary staff member during each faculty meeting and they will be featured on school website. Students recognition through #IamKrop and Values Matter Miami will be implemented through the office of student activities. Honor roll breakfast, lunch and ice cream socials will be executed by the student activities office in collaboration with the PTSA. The leadership team will recognize homeroom classes who have 100% attendance and uniform compliance with Pizza Party, breakfast treats or school swag.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00