Dr. Michael M. Krop Senior High

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 8/9/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 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	2021-22: C (53%) 2018-19: B (58%) 2017-18: B (55%)
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	N/A
* 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.

Table of Contents

Dr. Michael M. Krop Senior High

1410 NE 215TH ST, Miami, FL 33179

http://mkhs.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	75%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Krueger, Lee	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.
Ferguson, Philicia	Teacher, ESE	Develop 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.
Otero, Lolithia	Teacher, K-12	Science department chairperson responsible for student progress, department data review, provide support to science teacher and develop school wide STEAM lessons and initiatives.
Norona, Nicole	Teacher, K-12	English teachers, responsible for analyzing student data, developing grade curriculum, mentoring beginning teachers, providing parent and student student support as needed.
Brito, Humberto	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 Science and Math departments. Implementation of faculty professional development opportunities, mental health initiatives and graduation tracker. Support of all learners in social emotional growth and promote academic achievement.

Demographic Information

Principal start date
Tuesday 8/9/2022, Lee Krueger R

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

2,326

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

20

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	621	605	653	467	2346
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	184	234	167	698
One or more suspensions	0	0	0	0	0	0	0	0	0	108	32	32	10	182
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	117	71	35	241
Course failure in Math	0	0	0	0	0	0	0	0	0	48	138	174	55	415
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	153	176	144	0	473
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	215	226	188	4	633
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	191	246	243	64	744

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	191	246	243	64	744

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	2	1	5	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	7	3	6	19

Date this data was collected or last updated

Tuesday 8/9/2022

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	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		
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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	54%	51%				56%	59%	56%
ELA Learning Gains	49%						50%	54%	51%
ELA Lowest 25th Percentile	33%						34%	48%	42%
Math Achievement	27%	42%	38%				42%	54%	51%
Math Learning Gains	45%						48%	52%	48%
Math Lowest 25th Percentile	55%						45%	51%	45%
Science Achievement	55%	41%	40%				67%	68%	68%
Social Studies Achievement	63%	56%	48%				80%	76%	73%

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

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
2022					
2019	64%	68%	-4%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	71%	6%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	63%	-28%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	54%	-9%	57%	-12%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	43	33	29	55	56	36	44		84	30
ELL	16	40	38	18	41	53	35	28		96	50
ASN	46	58								100	86
BLK	33	39	26	21	40	59	45	53		96	37
HSP	54	54	37	31	51	51	64	65		98	62
MUL	42	40						90			
WHT	68	69	60	44	51		63	76		96	70
FRL	40	44	31	23	44	57	50	61		95	48

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Assessment data reflects student proficiency rate in 2022 of 47% in ELA, Math 27%, Science 55% and Social Studies 63%. Compared to the 2020-2021 this reflects an increase of 5% in ELA and 7% Social Studies. There was a decrease of 12% in Math and 5% in science.
ELL student proficiency rate for 2022 was 16% in ELA, 18% in Math, Science 35% and social studies 28% Compared to the overall student achievement ELL students performed 31% lower than the rest of the population in ELA, 9% lower in Math, 20% lower in science and 35% lower in Social Studies.
All Math subgroups have shown a decreased over the
The SWD student achievement for 2022 was 27% ELA. The trend shows that our ELL population had significantly lowers scores than all other subgroups including SWD.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the proficiency rate of 26% Math shows the greatest need for improvement compared to the district proficiency rate of 55%.
Our ELL students showed the greatest need for improvement in all areas compared to other subgroups.

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 three years there has been movement of teachers into new math areas. We have struggled with consistency of standard based instruction. There has been a decrease in student attendance, which greatly affected our ELL students that traveled abroad and were unable to return to face-to-face classes at the same rate as students in other subgroups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains increased from 22% in 2021 to 45% in 2022. SWD showed learning gains in Math of 23% in 2021 to 55% in 2022 showing learning gains increase of 32%.

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

The SWD returned to school and IEP goals were monitored more closely. Accommodations were implemented with efficacy and more students were provided support through co-teaching model. Students in the L25 in math were supported though a pull-out program with an Math teacher implementing remediation. The math coach provided in-class support to teachers and worked directly with students in the L25 subgroup.

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

We will implement extended learning opportunities, ELL support strategies, data- driven instructions to accelerate student learning.

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.

Professional learning opportunities will be provided for ELL strategies and differentiate instruction and unpacking the B.E.S.T. standards.

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

We will continue to provide professional development, extended learning opportunities, peer-to-peer tutoring, and pull out/push in interventions in Math.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 school staff attendance data there has been an increase in staff and student absences over the past 3 years. The percentage of staff members with 10.5 or more absences was 42% as compared to 19% in 2020-2021 and 15% in 2019-202. The district percentage of staff with 10.5 or more absences was 37%, therefore our staff absentee rate for this subgroup was 5% higher than the district average. Staff absences have increased over the past three years and has also surpassed the district average. According to the 2021-2022 student attendance report data 22% of our student had 31 or more absences compared to 17% in 2020-2021 and 7% in 2019-2020. The survey reflects 32% of our students having 16-30 absences compared to 19% in during the previous two years (2019-2021). Student absences for those with 31 or more absences has increased by 15% in three years. Student absences for those with 16 - 30 absences have increased by 13% in three years. Student attendance at Dr. Michael Krop SHS for students with 31 or more absences was 8% higher than the district average for high schools which was 14% for the 2021-2022 school year. Additionally, Krop student absences for those with 16-30 absence was 7% higher than district average of 25% for high schools. Given the school's staff and student attendance decline, it is evident that this must be a primary area of focus for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Strategic Attendance Initiatives, the percentage of staff members who are absent 6 or more days will decrease by 10% as reflected in the Power Bi school staff attendance report by May 2023. With the implementation of Strategic Attendance initiatives, the percentage of students with 16 or more absences is expected to decrease by 10% as reflected in the school's student attendance report by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A staff morale survey will be administered at opening of schools. Data collected from the survey will be used to develop and lead initiatives. Administration will monitor staff attendance on a weekly basis and follow up with teachers showing poor attendance. At faculty meetings, staff will be recognized by administration for perfect attendance for the month. Student attendance will be monitored through the daily attendance bulletin. Administration will monitor student attendance on a weekly basis. Teachers will review attendance bulletin for corrections and initiate parent contact for absent students. Incentive activities, recognition events and attendance certificates will be provided to students with perfect attendance for each grading period.
Person responsible for monitoring outcome:	Humberto Brito (hbrito@dadeschools.net)
Evidence-based Strategy: Describe the evidence-	Strategic Attendance Initiatives involve close monitoring/reporting of staff and student absences, follow up attendance meetings, positive recognition, and incentives. I-attend reporting will be used to provide additional monitoring of attendance and targeted family support.

based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	We want to improve staff attendance by improving staff morale. Leading different initiatives will aide in improving staff attendance. Initiatives include staff morale survey feedback, administrative attendance weekly follow up, and recognition/incentives for staff. Student attendance will also have a direct effect on school culture, climate, and academic success. Early monitoring, incentives and parent contact will be used improve student attendance.

Action Steps to Implement

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

8/22/22 - 10/14/22. Teachers with perfect attendance will be recognized at the September and October 2022 faculty meetings. As a result, teacher morale will remain positive and absentee rate low.

Person Responsible	Humberto Brito (hbrito@dadeschools.net)

8/22/22 - 10/14/22. Student attendance will be monitored by grade level administrator and parent contact will be made for students with two consecutive days absent on a weekly basis by counselor, administrator, teacher, or support staff. As a result, student referral for attendance interventions will increase as needed.

Person Responsible	Humberto Brito (hbrito@dadeschools.net)

8/22/22 - 10/14/22. Student attendance will be monitored by the leadership team and school wide recognition will be given. As a result, student daily attendance rate will remain above 91%.

Person Responsible	Lee Krueger (lkrueger@dadeschools.net)

8/22/22 - 10/14/22. Teachers' attendance will be monitored and anyone having two consecutive days absent will meet with administration to determine if there is need for support. As a result, teacher daily attendance rate will remain high.

Person Responsible	Lee Krueger (lkrueger@dadeschools.net)

10/31/22 - 12/16/22. Student attendance will be monitored by the leadership team and school wide recognition will be given. As a result, student daily attendance rate will remain above 91%.

Person Responsible	Lee Krueger (lkrueger@dadeschools.net)

10/31/22 - 12/16/22 Teachers with perfect attendance will be recognized at the November and December 2022 faculty meetings. As a result, teacher morale will remain positive and absentee rate low.

Person Responsible	Ines Meras (imeras@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2022 Algebra 1 EOC data our students achieved a proficiency rate of 27%, which was significantly lower than the districts 55% representing a 29% deficit in proficiency rate. ELL student subgroup showed an 18% proficiency rate which was 9% lower than the overall school proficiency rate.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of instructional support and coaching it is expected that we will see an increase in proficiency of 5% for ELL learners and all subgroups will show an increase of 8% proficiency on the BEST Algebra 1 EOC by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will conduct data reviews and adjust groups based on current outcomes. The leadership team will have data chats with teachers once per semester. Walkthroughs will be conducted to ensure strategies are implemented with fidelity. Extended learning opportunities will be provided to assist students who are not showing expected progress.
Person responsible for monitoring outcome:	Humberto Brito (hbrito@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the targeted element of Math, our school will focus on the evidence-based strategy of Instructional Support and Coaching. Teachers will be provided support in analyzing data trends in their class, student groupings and progress monitoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In reviewing the data and previously successful strategies, the use of coaching and instructional support will increase student achievement by providing student centered and teacher centered strategies. Our math coach will work with teachers in developing targeted data driven goals for the students. Pull-out and push-in support will be provided in the math classes. Teachers will work collaboratively during department meetings sharing best practices. Coaching cycles will be implemented to identify goals and increasing achievement.

Action Steps to Implement

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

8/22/22 - 10/14/22. The math coach will collaborate with Algebra 1 and Geometry teachers to access student data and identify targeted goals. As a result, teachers will use the data to drive instruction and monitor student growth.

Person Responsible	Humberto Brito (hbrito@dadeschools.net)

8/22/22 - 10/14/22. Math teachers will collaborate during department meeting to analyze data points, use performance matters for assessments and share action plans. As a result, coaching cycles will be implemented targetting the standard.

Person Responsible	Humberto Brito (hbrito@dadeschools.net)

8/22/22 - 10/14/22. Teachers will be provided training in conducting data chats with students and given a data-chat template that will be used school wide. As a result, data chats will be conducted in a consistent manner school wide.

Person Responsible	Ines Meras (imeras@dadeschools.net)

8/22/22 - 10/14/22. Teachers will be given opportunities to attend ongoing trainings on performance matters and Schoology for increased use and integration of data analysis. As a result, teachers will improve the decisions they make about instruction.

Person Responsible	Humberto Brito (hbrito@dadeschools.net)

10/31/22 - 12/16/22 Teachers will be given opportunities to attend ongoing trainings on performance matters and Schoology for increased use and integration of data analysis. As a result, teachers will improve the decisions they make about instruction.

Person Responsible	Ines Meras (imeras@dadeschools.net)

10/31/22 - 12/16/22. Teachers will be provided training in conducting data chats with students and given a data-chat template that will be used school wide. As a result, data chats will be conducted in a consistent manner school wide.

Person Responsible	Humberto Brito (hbrito@dadeschools.net)

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In reviewing the proficiency rate of our ELL students, they underperformed all other subgroups in every area. Based on our 2021-2022 proficiency scores ELL students' performance was 16 % on the FSA ELA, 18% on the Algebra 1 EOC, 35% on the Biology EOC and 28% on the U.S. History EOC. The ELL student proficiency rate has decreased over the past three years. U.S History EOC proficiency decreased by 27%, Biology EOC decreased by 17%, and Algebra 1 EOC by 13%, and ELA by 14%. It is evident that there is a need to target this specific subgroup. There is an overall need to provide our teachers with professional development opportunities, targeted support, and effective strategies to meet the needs of this population. With the support of our ELL teachers and district personnel we will provide strategic in-house support to the faculty including Professional Learning Opportunities that support student growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of English Language Learners (ELL) strategies, is expected that we will see in increase in proficiency by 5% for ELL learners in all core areas as reflected in the of Algebra 1 BEST EOC, Biology EOC, Social Studies ECO and ELA FAST by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will provide lesson plans that document ELL strategies being implemented. Administration will conduct walk-throughs and data chats to monitor the implementation of strategies. Teacher attendance in mini-in-house PD sessions will be monitored. PLST team will provide and monitor targeted professional development sessions.
Person responsible for monitoring outcome:	Lee Krueger (lkrueger@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	English Language Learners (ELL) strategies refers to the incorporation of technology, targeted actions, and use of data to assist in the acquisition of language and knowledge. Teachers will use of meaningful language practice, cooperative learning groups, audio books and integration of technology as documented in their lesson plans. District support will be provided to increase knowledge and fidelity of implementation.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Given the decreased performance over the past three years of our ELL student achievement; US History EOC decreased by 27%, Biology EOC decrease by 17%, and Algebra 1 EOC by 13%, it is evident that there is a need to target this specific subgroup. This strategy will provide a targeted approach for supporting our ELL student learning in courses beyond their language classes. We will implement teacher training to provide strategies for supporting our English Language Learners in all core classes. Peer to peer support will be provided and technology integration will also be targeted. With the implementation of this strategy across all subject areas it is expected that our ELL students will not only improve their rate of proficiency in U.S. History, Algebra 1 and Biology, there should also be an increase in their rate of language acquisitions.

Action Steps to Implement

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

8/22/22 - 10/14/22. The ELL teachers will collaborate with the social studies, math, and science teachers on ELL strategies. As a result, ELL strategies will be documented in teacher lesson plans and implemented on as needed basis.

Person Responsible	Margarita Perez (mperez@dadeschools.net)

8/22/22 - 10/14/22. Teachers will be provide professional development opportunities to learn how to effectively implement ELL strategies and document properly in lesson plans by October 14, 2022. As a result, ELL strategies will be documents in teacher lesson plans and implemented on as needed basis.

Person Responsible	Lee Krueger (lkrueger@dadeschools.net)

8/22/22 - 10/14/22. Teachers will review student ESOL levels and determine appropriate strategies to implement based on student needs. As a result, lesson plans will reflect targeted strategies based on student ESOL level.

Person Responsible	Lee Krueger (lkrueger@dadeschools.net)

8/22/22 - 10/14/22. Administrators will conduct walkthroughs and review lesson plans for evidence of implementation of ELL strategies. As a result, the use of ELL strategies will be visibly implemented during classroom instruction.

Person Responsible	Lee Krueger (lkrueger@dadeschools.net)

10/31/22 - 12/16/22. The ELL teachers will collaborate with the social studies, math, and science teachers on ELL strategies. As a result, ELL strategies will be documented in teacher lesson plans and implemented on as needed basis.

Person Responsible	[no one identified]

10/31/22 - 12/16/22. Teachers will be provided subject specific ELL strategies through professional development in November and will work collaboratively to identify specific needs to be addressed by

department. As a result, departments will collaborate in identifying and implementing the best strategies for their curriculum and student levels.

Person Responsible   Ines Meras (imeras@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the faculty response on the 2021-2022 school climate survey to the questions "How often does your administrator provide you with feedback to improve student outcomes?" 29 % of teachers stated they received feedback quarterly and 27% reported receiving feedback annually while 5% reported never receiving any feedback. We want to increase our commitment to students' success and interaction with teachers in providing feedback on their practices.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of consistent, developmental feedback during the 2022-2023 school year, it is expected that teacher's response to the question of "How often does your administrator provide feedback to improve student outcomes?" will improve by 5% on the end of year climate survey in May of 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The administrative team will conduct weekly walkthroughs and provide targeted feedback to teachers. They will attend department meetings and conduct mini surveys to monitor progress. Administrators will maintain walkthrough logs every two weeks to track classroom visits. Informal conversations will be conducted with school leaders through leadership meetings to provide ongoing feedback.
Person responsible for monitoring outcome:	Lee Krueger (lkrueger@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being implemented is consistent, developmental feedback which is used as a means of promoting professional growth. Administrators will articulate clear expectations and monitor progress toward goals. Feedback is provided on a regular basis using specific descriptions of behaviors, actions, and goals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The evidence-based strategy of consistent developmental feedback was selected to increase teacher-administrator conversations and provide a structure for implementing the goal of increasing feedback. This strategy will also contribute to the professional growth of the teachers and translate into higher student achievement.

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

8/22/22 - 10/14/22. Administrators will conduct weekly walkthroughs and document visits on walkthrough log. As a result, teachers will receive immediate informal targeted feedback.

Person Responsible   Lee Krueger (lkrueger@dadeschools.net)

8/22/22 - 10/14/22. Administrators will meet with 2 teachers per week to provide informal feedback. As a result, instructional practices will be revised and support for growth will be provided as needed.

Person Responsible   Lee Krueger (lkrueger@dadeschools.net)

8/22/22 - 10/22/22. Administrators will attend one department meeting per month and provide feedback to the department members. As a result, progress toward goals will be monitored and department needs will be addressed.

Person Responsible   Lee Krueger (lkrueger@dadeschools.net)

8/22/22 - 10/14/22. Administrators will conduct data chats with their assigned departments. As a result, proficiency goals will be documented, and implementation plan will be reviewed.

Person Responsible   Lee Krueger (lkrueger@dadeschools.net)

10/31/22 -12/16/22 Administrators will lead staff nominations for employees of the month and recognition will be provided. As a result, administrators will have positive conversations with employees of the month and identify specific actions that are being recognized and provide positive feedback.

Person Responsible   Lee Krueger (lkrueger@dadeschools.net)

10/31/22 - 12/16/22 Administrators will conduct data chats with their assigned departments. As a result, proficiency goals will be documented, and implementation plan will be reviewed.

Person Responsible   Lee Krueger (lkrueger@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our strength is in creating a positive and inclusive environment that is tolerant to ensure that all stakeholders feel safe. The mental health of our students is prioritized through open access to Trust counselors, mental health counselors and administrators. Teachers also have access to our counselors and are encouraged to meet with them as needed. Using clubs, fostering relationships with PTSA and community organizations, Open House, Magnet programs, gardening, honor roll assemblies, and so forth, we implement protocols to ensure all students feel accepted and part of the school community. Training is provided for emergency protocols, safety drills, and health concerns so all stakeholders feel protected and are following all the guidelines in place.

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

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. Student 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. Counselors will provide support for students and staff members through private meetings. Mental Wellness clubs will host monthly meetings to enhance student involvement in leading initiative that promote positive mental wellness.