Dr. Michael M. Krop Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Michael M. Krop Senior High

1410 NE 215TH ST, Miami, FL 33179

http://mkhs.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brown, Alicia	Assistant Principal	The Assistant Principal at Dr. Michael M. Krop Senior High School plays a crucial role in implementing the School Improvement Plan. She collaborates on strategy development, monitors progress, analyzes data, facilitates professional development, fosters a positive school culture, engages parents and the community, and celebrates achievements. Her proactive approach ensures effective execution and supports the school's continuous improvement efforts.
Alba-Nunez, Monica	Assistant Principal	The Assistant Principal at Dr. Michael M. Krop Senior High School plays a crucial role in implementing the School Improvement Plan. She collaborates on strategy development, monitors progress, analyzes data, facilitates professional development, fosters a positive school culture, engages parents and the community, and celebrates achievements. Her proactive approach ensures effective execution and supports the school's continuous improvement efforts.
Otero, Lolithia	Teacher, K-12	As a teacher and team member of the School Improvement Plan at Dr. Michael M. Krop Senior High School, she aligns her instruction with benchmarks, uses data to support students' needs, collaborates with colleagues, engages in professional development, fosters a positive culture, involves parents, and celebrates achievements. Her dedication contributes significantly to the school's ongoing improvement efforts.
Norona, Nicole	Teacher, K-12	As an English Language Arts teacher and valuable team member of the School Improvement Plan at Dr. Michael M. Krop Senior High School, she ensures her instruction aligns with benchmarks, utilizes data to support students' needs, collaborates with colleagues, engages in professional development, fosters a positive classroom culture, involves parents, and celebrates achievements. Her dedication significantly contributes to the school's ongoing improvement efforts.
Rosenthal, Ben	Instructional Technology	He, as a teacher specializing in Instructional Technology and an essential team member of the School Improvement Plan at Dr. Michael M. Krop Senior High School, ensures that his instructional approach aligns with benchmarks. He uses data to support students' individual needs and actively collaborates with his fellow educators. Engaging in continuous professional development, he stays up-to-date with the latest technological advancements to enhance his teaching strategies. In the classroom, he fosters a positive culture that encourages students' active participation and learning. Furthermore, he actively involves parents and celebrates achievements, making a significant contribution to the school's ongoing improvement efforts.
Tironi, Marcela	Instructional Coach	In the School Improvement Plan at Dr. Michael M. Krop Senior High School, the Instructional Coach plays a vital role in enhancing instructional practices. They collaborate with teachers, provide personalized professional development, promote evidence-based strategies, and foster a collaborative

Name	Position Title	Job Duties and Responsibilities
		culture. Their expertise and support contribute to a culture of continuous improvement and ensure that all students receive a high-quality education.
Lee, Mary		
Krueger, Lee	Principal	The Principal at Dr. Michael M. Krop Senior High School plays a crucial role in implementing the School Improvement Plan. He collaborates on strategy development, monitors progress, analyzes data, facilitates professional development, fosters a positive school culture, engages parents and the community, and celebrates achievements. His proactive approach ensures effective execution and supports the school's continuous improvement efforts.
	Assistant Principal	The Assistant Principal at Dr. Michael M. Krop Senior High School plays a crucial role in implementing the School Improvement Plan. She collaborates on strategy development, monitors progress, analyzes data, facilitates professional development, fosters a positive school culture, engages parents and the community, and celebrates achievements. Her proactive approach ensures effective execution and supports the school's continuous improvement efforts.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Dr. Michael M. Krop Senior High School involved various stakeholders, including the school leadership team, teachers, staff, parents, students, families, community leaders, and the Educational Excellence School Advisory Council (EESAC), in the School Improvement Plan (SIP) development. They organize meetings, surveys, and discussions to gather input, ensuring the plan aligned with the school's vision and addressed specific needs. This collaborative effort, which include the valuable insights of EESAC, result in a comprehensive SIP aimed at fostering a positive learning environment and continuous improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At Dr. Michael M. Krop Senior High School, the School Improvement Plan (SIP) will undergo regular monitoring to ensure its effective implementation and measure its impact on student achievement. The school recognizes the importance of continuous improvement, particularly in narrowing the achievement

gap for students facing the greatest challenges.

To monitor the SIP's progress, the school leadership team will conduct frequent assessments and evaluations. This process involves reviewing both qualitative and quantitative data, including student performance on standardized tests, classroom assessments, attendance records, and other relevant indicators. The data will be analyzed at regular intervals to track the plan's effectiveness and identify any areas that require attention.

Furthermore, monthly collaborative data chats will be held to discuss the SIP's impact and progress among teachers, administrators, and other stakeholders. These discussions will provide valuable insights into instructional practices, student outcomes, and areas needing further support or adjustment. By fostering a culture of data-driven decision-making, the school aims to continuously identify opportunities for improvement and ensure that strategies are evidence-based and responsive to student needs.

The school will prioritize monitoring the progress of students with the greatest achievement gap. By closely tracking the performance of English Language Learners (ELL), Students with Disabilities (SWD) at level 1 and level 2, and other low-performing subgroups, the school can better tailor interventions and supports to meet their specific needs.

If any aspect of the SIP is found to be less effective or requires modification, the school will promptly revise the plan to ensure continuous improvement. The process of revision will be collaborative, involving the school leadership team, teachers, staff, parents, and EESAC representatives. Insights and feedback from stakeholders will be taken into account to make informed adjustments to the plan's strategies, action steps, and resource allocation.

Furthermore, the school will consider incorporating new research-based practices and innovative approaches into the revised SIP. Embracing best practices and staying abreast of the latest educational developments will enable the school to remain adaptable and responsive to the evolving needs of its students and community.

The dedication to ongoing monitoring and the willingness to make necessary revisions demonstrates Dr. Michael M. Krop Senior High School's commitment to achieving its goals and providing all students with a high-quality education. Through a systematic and data-driven approach, the school endeavors to close the achievement gap and ensure that every student meets the State's academic standards, fostering an inclusive and supportive learning environment for all.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	No
ESSA Identification	N/A

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	698
One or more suspensions	0	0	0	0	0	0	0	0	0	182
Course failure in ELA	0	0	0	0	0	0	0	0	0	241
Course failure in Math	0	0	0	0	0	0	0	0	0	415
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	473
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	633
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	744

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	744

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	19

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	55	50	47	54	51	47		
ELA Learning Gains				49			39		
ELA Lowest 25th Percentile				33			31		
Math Achievement*	31	43	38	27	42	38	21		
Math Learning Gains				45			22		
Math Lowest 25th Percentile				55			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	57	62	64	55	41	40	57		
Social Studies Achievement*	68	69	66	63	56	48	58		
Middle School Acceleration					56	44			
Graduation Rate	91	89	89	96	56	61	96		
College and Career Acceleration	50	70	65	56	67	67	54		
ELP Progress	45	49	45	41			46		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	44			
AMI				
ASN	75			
BLK	48			
HSP	59			
MUL	66			
PAC				
WHT	66			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	41			
AMI				
ASN	73			
BLK	45			
HSP	55			
MUL	57			
PAC				
WHT	66			
FRL	48			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			31			57	68		91	50	45
SWD	25			26			48	36		26	6	
ELL	28			24			39	31		67	7	45
AMI												
ASN	75										1	
BLK	43			26			54	55		27	7	40
HSP	53			33			57	73		62	7	45
MUL								80		18	3	
PAC												
WHT	54			44			66	82		60	6	
FRL	47			27			52	61		39	7	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	49	33	27	45	55	55	63		96	56	41
SWD	27	43	33	29	55	56	36	44		84	30	
ELL	16	40	38	18	41	53	35	28		96	50	41
AMI												
ASN	46	58								100	86	
BLK	33	39	26	21	40	59	45	53		96	37	46
HSP	54	54	37	31	51	51	64	65		98	62	38
MUL	42	40						90				
PAC												
WHT	68	69	60	44	51		63	76		96	70	
FRL	40	44	31	23	44	57	50	61		95	48	37

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	39	31	21	22	33	57	58		96	54	46
SWD	38	32	26	16	23	30	36	41		100	24	
ELL	18	32	32	12	27	40	22	28		93	35	46

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	50	67								100	79	
BLK	33	33	29	11	18	29	48	54		97	40	38
HSP	53	42	31	30	26	38	57	55		94	59	49
MUL	53	44		30			64	60				
PAC												
WHT	67	43	20	32	18		75	76		97	71	
FRL	41	36	31	15	20	34	52	53		96	48	41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	51%	54%	-3%	50%	1%
09	2023 - Spring	45%	51%	-6%	48%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	56%	-21%	50%	-15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	52%	-18%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	65%	-10%	63%	-8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	66%	-1%	63%	2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the state data of the EOC the component that showed the lowest performance is the percentage of students performing at grade level in the subject of Algebra 1, which was only 33%. Despite being the lowest score, it was also the area where the school made one of the biggest gains, showing a notable 7% increase. The narrative suggests that school-wide attendance has had an impact on these scores, and as efforts to improve attendance continue, it is expected that the scores will be directly impacted.

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

The English Language Arts (ELA) assessment scores didn't experience a decline; rather, they reached a plateau. This is due to the introduction of new standards, which required time for understanding and implementation. The shift to these standards and associated teaching methods temporarily stabilized performance. However, this plateau signifies an opportunity for growth. By focusing on targeted professional development, educators can better comprehend and teach the new standards, leading to improved ELA performance in the future.

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.

The largest gap compared to the state average is found in the Exceptional Student Education (ESE) subgroup, specifically the lowest 25% of scorers. This stems from unique learning needs not fully met by the current curriculum, along with limited resources and individualized support. The trend of lower performance among these students emphasizes the necessity for targeted interventions and specialized teacher training.

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

Mathematics showed the most improvement, with more students progressing from below grade level to on grade level. On grade level students scoring between a level 3 to 5 increased from 26.35% to 34.42% Our school responded by providing personalized tutoring, enhancing the curriculum with interactive elements, closely monitoring progress, and fostering collaboration among teachers, parents, and students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reviewing the EWS data from Part I, a potential area of concern is the lack of growth in English Language Arts for 9th-grade students. Unlike the other tested subjects, this particular group is not showing a comparable rate of improvement. This discrepancy might warrant further investigation and targeted interventions to identify the underlying factors affecting their progress in English Language Arts.

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

Our highest priorities for school improvement in the upcoming year include:

1. Making substantial gains in our English Language Arts scores.
2. Organizing effective planning meetings to streamline our improvement efforts.
3. Providing comprehensive teacher training to enhance instructional strategies and student engagement.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022/23 FAST data, it was found that only 45% of ELA 9th and 10th grade students were proficient in ELA, compared to the District average of 51%. Further examination of the data revealed that English Language Learners (ELL) and Students with Disabilities (SWD) at level 1 and level 2 were identified as contributing factors to the lower proficiency rates. To address this critical need and improve student outcomes, the school has chosen to implement benchmark aligned instruction. This approach will ensure that all teachers are delivering instruction that aligns with the relevant benchmarks, allowing for a more targeted and effective learning experience for students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The specific measurable outcome the school plans to achieve is that, with evidence-based instruction, 25% of ELL/SWD students will show an increase of 10% in their proficiency levels between the FAST 1 assessment on August 17, 2023, and the FAST 2 assessment on January 16, 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To monitor the desired outcome, the school will conduct Monthly Collaborative Data Chats. These data chats will provide an opportunity for teachers and staff to come together to review and analyze student performance data, identify areas of improvement, and make data-driven decisions to guide instructional practices.

Person responsible for monitoring outcome:

Monica Alba-Nunez (malbanunez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced based intervention is the use and monitoring of our intensive reading classes and curriculum.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These classes were put in place to push the students who were not on grade level to a level 3 or above whoch denoted proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development (PD) on Benchmark Alignment and Data-Driven Instruction for all ELA teachers. This PD will equip teachers with the knowledge and skills needed to align their instruction with the identified benchmarks and effectively use data to inform their teaching practices.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Pair all new teachers with a mentor. This mentorship program will support new teachers in acclimating to the school's instructional practices and help them navigate the implementation of benchmark-aligned instruction and data-driven decision making.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Establish Data-Driven Common Planning meetings. These meetings will facilitate regular collaboration among teachers to discuss student data, share best practices, and collectively develop strategies to improve student outcomes.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dr. Michael M. Krop Senior High School has identified "Collaborative Planning" as a critical need within the area of focus, Instructional Practice. Through a thorough examination of the data from the 2022-23 F.A.S.T. exam, it was evident that the English/Language Arts Department exhibited the least amount of growth, with only a 2% increase from 2021/22 to 2022/23. Recognizing the importance of providing opportunities for professionals to come together and share best practices, the school administration has identified collaborative planning as a key element to enhance student performance in English Language Arts.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome that the school aims to achieve is a significant improvement of 10 percentage points in English Language Arts gains compared to the previous year in the ELA FAST 2024 Assessment. This objective is data-based and serves as a clear indicator of progress in student achievement.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To monitor the progress and effectiveness of this focus area, an assigned Assistant Principal will actively participate in the collaborative planning meetings. Their role will be to observe, facilitate discussions, and provide guidance to ensure that the collaborative planning process is impactful and aligned with the goals of improving student outcomes.

Person responsible for monitoring outcome:

Monica Alba-Nunez (malbanunez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention chosen to address the area of focus is empowering the teachers and staff through designated collaboration time. By providing a dedicated day and time for teachers to come together, they are empowered to become innovators and risk-takers within their classrooms. This approach promotes the sharing of best practices, fosters a collaborative culture, and encourages professional growth and development.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Given the data and rationale supporting the need for collaborative planning, this intervention aligns with the goal of improving student performance in English Language Arts. By leveraging the expertise and experience of the teachers and staff, the school is tapping into the collective wisdom and fostering an environment where collaboration leads to instructional excellence.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Establishing a designated day and time for collaborative planning sessions for the English/Language Arts Department.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Communicating the importance and purpose of collaborative planning to the teachers and staff during faculty and department meetings.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Providing necessary resources and support for the collaborative planning process, such as access to curriculum materials, professional development opportunities, and technology tools.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Facilitating effective collaboration by setting clear goals and expectations for the collaborative planning meetings.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Dr. Michael M. Krop Senior High School recognizes the critical need to create a positive culture and environment, specifically in relation to teacher retention and recruitment. This focus area was identified as a critical need through an analysis of the school's first-year teacher training data, which revealed that none of the new teachers were paired with a mentor. Several contributing factors were identified, including a lack of mentor training, insufficient designated time for mentor-mentee meetings, and inadequate follow-up.
To address this need, the school has developed a comprehensive strategy to ensure that all new teachers receive mentorship and support in the school building and through the use of the district MINT program.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome that Dr. Michael M. Krop Senior High School aims to achieve is 100% of new-to-career and new-to-the-building teachers being matched with a mentor or buddy by the end of the first nine weeks or within the first 35 days of employment for teachers who start later in the year. This objective is data-based and aims to provide the necessary support for new teachers during their crucial early stages of employment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

To monitor progress and ensure the desired outcome, an administrator will be responsible for closely monitoring the mentorship program. The HR information platform will be utilized to track mentor pairings, allowing for easy access to mentor-mentee information and ensuring that all new teachers have been successfully matched with a mentor or buddy.

Person responsible for monitoring outcome:

Monica Alba-Nunez (malbanunez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

At Dr. Michael M. Krop Senior High School, an evidence-based mentorship program is being implemented to address teacher retention and recruitment. New teachers will be paired with experienced mentors to provide guidance and support. This program aligns with best practices and aims to improve teacher retention and professional growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The decision to implement a mentorship program at Dr. Michael M. Krop Senior High School is based on the need to address teacher retention and recruitment challenges. The rationale behind this evidence-based intervention is to create a supportive and nurturing environment for new teachers, thereby increasing job satisfaction and promoting long-term commitment to the school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify new teachers and pair them with a mentor or buddy within the first 20 days of their employment.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Hold a new teacher orientation in the school building by August 31, providing essential information and resources to support new teachers' successful integration into the school community.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Schedule mentor-mentee meetings for the first nine-week period by August 31, ensuring that new teachers have dedicated time to engage with their mentors or buddies.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus on "Positive Culture and Environment" was identified as a crucial need based on the data reviewed, specifically concerning teacher attendance. The data revealed that 22% of our teachers missed an average of 10.5 days of school during the last year. This finding raises several concerns that directly relate to the school's culture and environment:

1. Impact on Student Learning: High teacher absenteeism can have a significant negative impact on student learning. When teachers are absent frequently, students may experience disruptions in their education, inconsistent instruction, and a lack of continuity in the learning process. This can lead to lower academic achievement and hinder student progress.

2. Teacher Morale and Satisfaction: Frequent teacher absences may also indicate underlying issues related to teacher morale and job satisfaction. A positive school culture and environment are essential for retaining and motivating teachers. A culture that supports teacher well-being, engagement, and professional growth is more likely to have lower absenteeism rates.

3.Parent and Community Perception: Frequent teacher absences can lead to concerns among parents and the wider community. A school with a reputation for teacher absenteeism may struggle to build trust and maintain strong community partnerships. A positive culture and environment are essential for establishing a positive image in the community.

In conclusion, addressing the issue of teacher absenteeism through the lens of "Positive Culture and Environment" is crucial for the overall health and success of the school. By fostering a culture that prioritizes teacher well-being, collaboration, and job satisfaction, the school can work towards reducing absenteeism, improving student outcomes, and creating a more positive perception in the community. This data-driven focus area aligns with the goal of creating a thriving educational environment that benefits both teachers and students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans to achieve a reduction in teacher absenteeism by at least 15% over the next academic year, resulting in an average of no more than 8.925 days of teacher absences per teacher for the entire school year. This outcome will be measured by tracking and analyzing teacher attendance data for the upcoming academic year and comparing it to the baseline data of 10.5 days of teacher absences per teacher from the previous year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring the Area of Focus on "Positive Culture and Environment" with the desired outcome of reducing teacher absenteeism will involve a systematic and data-driven approach.

Regular Data Collection: The school will continue to collect data on teacher attendance throughout the academic year. This data should include the number of days each teacher is absent, the reasons for their absences, and any patterns or trends that emerge.

Periodic Data Analysis: Regular data analysis sessions will be conducted, preferably on a monthly or quarterly basis, to review teacher attendance trends. These sessions will involve key stakeholders, including school administrators, teachers, and possibly a data analysis team.

Progress Tracking: The progress toward the specific measurable outcome of reducing absenteeism by at least 15% will be closely tracked throughout the academic year. This will involve comparing current absenteeism rates to the baseline data and adjusting strategies as necessary.

Person responsible for monitoring outcome:

Lee Krueger (lkrueger@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Access to Counseling Services: Access to confidential counseling services will be provided to teachers who may be struggling with personal or professional issues. Providing mental health support has been linked to reduced absenteeism and improved teacher well-being.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Providing teachers with access to counseling services is a vital component of creating a positive school culture and reducing teacher absenteeism. Teaching can be a high-stress profession, and acknowledging the importance of teachers' mental health and well-being is essential.

Counseling services offer a confidential and supportive space for teachers to address stress, burnout, and emotional challenges. They equip educators with coping strategies to handle the demands of teaching, reducing stress-related absenteeism. Additionally, counseling helps teachers address personal and professional issues that may affect their attendance.

Offering counseling services also reduces the stigma associated with seeking mental health support, encouraging teachers to seek help proactively. This early intervention can prevent absences related to escalating mental health concerns.

Furthermore, counseling services contribute to job satisfaction, retention of experienced teachers, and data-driven decision-making to refine support systems. Overall, it fosters a healthier work environment and aligns with the goal of reducing unplanned absences.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Needs Assessment and Counseling Service Implementation:

Conduct a needs assessment survey among teachers to gauge interest and identify specific areas of concern related to mental health and well-being.
Based on the survey results, collaborate with mental health professionals or counseling organizations to establish on-site or remote counseling services for teachers.
Communicate the availability of these services to all staff, emphasizing the confidentiality and stigma-free nature of counseling support.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Regular Monitoring and Evaluation:

Establish a system for tracking the utilization of counseling services among teachers while respecting their privacy.
Collect feedback from teachers who have accessed counseling to assess their satisfaction and the perceived impact on their well-being.
Analyze teacher absenteeism data, comparing it to pre-implementation levels, to evaluate the impact of counseling services on reducing unplanned absences.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14 - September 29

Use this data and feedback to make necessary adjustments to the counseling program, such as expanding services, offering additional resources, or improving outreach efforts.

Person Responsible: Monica Alba-Nunez (malbanunez@dadeschools.net)

By When: August 14-September 29

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

n/a

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes