

Myrtle Grove K 8 Center



2017-18 Schoolwide Improvement Plan

Myrtle Grove K 8 Center

3125 NW 176TH ST, Opa Locka, FL 33056

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Myrtle Grove K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Myrtle Grove, we strive to provide a comprehensive educational program that will foster a love for learning and develop the skills for success in all future endeavors. Integral to that goal is the ability to seize all educational and life opportunities daily. We will reach students at an individual learning platform. In doing this, we will ensure that all students make minor and major growth in learning and achievements.

b. Provide the school's vision statement.

Our vision is to provide a learning environment in which education is purposeful to students, faculty and staff. Through purposeful education, we will foster a love of learning and develop skills for success, seizing all opportunities to teach and learn as they present themselves.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Myrtle Grove K-8 Center implements a variety of instructional best practices in order to build a cultural and academic connection among teachers and students.

- Student Growth Measures are developed for teachers to monitor student academic progress.
- Professional Development is offered for teachers to enhance their instructional delivery.
- Coaching & Collaboration is implemented for teachers and curriculum support specialists to develop effective instructional action plans.
- Observation and Feedback is conducted among administrators and teachers to offer assistance and feedback about instructional planning and delivery.
- Learning Environment is monitored and encouraged to provide students with an inviting and educational environment needed to maximize their learning.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Myrtle Grove K-8 Center has developed and implemented different procedural safety guidelines to assist in the daily operational procedures. These guidelines focus on student safety and preventive strategies.

- A school-wide Discipline/ Safety Committee has been established to keep all faculty, staff, parents, and students aware of discipline and safety procedures.
- Values Matter Initiative is implemented and promoted among all staff, faculty, and students.
- Monthly assemblies have been scheduled to address student behavior patterns and/or celebrations.
- School Arrival/ Dismissal Procedures have been implemented and disseminated to all school personnel and practiced on a daily basis.
- Parent/ Student Handbook has been presented to parents and students to raise awareness of all school rules and regulations.
- Security monitors have been hired and placed in strategic areas to maintain student safety.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Myrtle Grove K-8 Center practices systematic and individualized strategies for achieving social and learning outcomes that maximize student learning. Some of these practices include, but are not limited to:

- Self-management programs
- Parent training and collaboration
- School based adult mentors
- Increased academic support and practice
- Alternatives to out-of-school suspension
- Effective Academic Support
- Social skills teaching
- Positive, proactive discipline
- Teaching school behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline
- Effective classroom management

Also, a school wide plan is implemented which requires each teacher to develop a classroom management plan with the assistance of their students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Myrtle Grove K-8 Center implements a proactive approach to problem solving, continuous professional learning in order to provide the very best approach to supporting students. Honesty, integrity and confidentiality is provided throughout the process. This supports and guides data to ensure that the best practices and individualized approaches with flexibility will ensure each child's success.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Myrtle Grove K-8 Center implements the following early warning system steps:

- Establishment of an EWS team composed of staff who have a diverse knowledge of students in the school
- Establishment of meeting routines and common agendas
- Identification of individual students who show signs of risk
- Understanding of patterns across groups of students and over time that allow the EWS tea to begin to consider the allocation of student support
- Assignment of responsibilities for gathering the additional information and data on specific students and student characteristics
- Compile inventory of support and interventions available to students in the school
- Assignment of flagged students to support and intervene on the basis of students identified
- Identification of gaps in the available support and interventions
- Recommendations for school-wide support strategies aimed at addressing the most common student needs

- Knowledge about individual student progress and specific responses to assigned interventions, which allows the EWS team to make decisions about continuing, reassigning, or terminating interventions for flagged students
- Identification of gaps in the available support and interventions for students, recommendations of new intervention strategies, and prioritization of new interventions that are based on EWS data
- Knowledge about the general effectiveness of interventions, based on data from monitoring students participating in each program

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	5	2	8	4	1	1	0	0	0	0	0	23
Level 1 on statewide assessment	1	1	9	4	17	19	22	26	14	0	0	0	0	113

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	9	0	23	16	26	29	14	0	0	0	0	120

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Myrtle Grove K-8 Center implements the Rtl process with fidelity throughout the entire school year.
- Interventionists are hired early in the year to address students that start the school year as a retained student or students that are in the Rtl process.
 - Students in grades K-8 are monitored through I'Ready data, monthly topic/ unit assessments or content baseline assessments each grading period to determine eligibility for intervention.
 - Parent meetings are scheduled when students move from one Tier to the next.
 - The EWS team meets weekly to discuss student progress and develop a plan of action.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs are implemented. The Community Involvement Specialist hosts monthly meetings for parents and invites instructional coaches to present information on reading, math, science, social science and topics that increase parents' conceptual understanding, enabling them to assist their children. The Community Involvement Specialist also assists and encourages participation from school volunteers, so they have a more active role in the school. Parents are encouraged to attend the Parent Resource Center which is open daily and provides a comfortable environment to receive assistance. Parents are informed of activities and school events through Connect-Ed, monthly calendars, social media and the school's website.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Myrtle Grove K-8 Center sustains partnerships with the local community to support student achievement by:

- Hiring a Community Involvement Specialist (CIS) at the beginning of the school year.
- Consistent meetings between the CIS and administrators are scheduled to address on-going student and parent issues.
- Ensuring that all community partners share a common vision- Introduction meetings take place with administration to establish the school goals.
- Establishing formal and collaborative relationships with all stakeholders- Stakeholders are invited to school activities and celebrations.
- Encouraging open dialogue to develop solutions for any given concern- Stakeholders are invited to EESAC meetings.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Kirnes, Apryle	Principal
Maldonado, Emperatriz	Assistant Principal
Dixon, Sherrae	Instructional Coach
Williams-Allen, Valerie	Instructional Coach
Edwards, Rene	School Counselor
Townslly, Marshonda	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

1. Apryle L. Kirnes, Principal- Oversees school operations, implementation of state standards, leads faculty and Leadership Team meetings. Principal is also responsible for school budget and Title I compliance.

2. Emperatriz Maldonado, Assistant Principal- Chairperson of MTSS/ RtI process. Oversees scheduling, and leads meetings with different stakeholders. The Assistant Principal assists the principal with the monitoring of school operations and with the implementation of state standards.
3. Rene Edwards and Marshonda Townsley, Counselors- Serve as liaisons between parents, teachers, and students.
4. Sherrae Dixon-Hall and Valerie William-Allen, Reading Coach (K-8) and Math Coach- Provide expertise in content and research-based instructional strategies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

1. Monitor academic and behavior data evaluating progress by addressing the following:
 - Academic standards aligned to the planning of curriculum
 - State, district and school benchmark assessments
 - Intervention programs offered to students that do not master taught skills
 - Enrichment programs offered to students that perform at mastery level
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs and Saturday Academy). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent and Family Engagement Policy (PFEF), the school improvement process and

the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Apryle L. Kirnes	Principal
Gina Martin	Teacher
Cleola Horne	Teacher
Patricia Moorner	Teacher
Tammy Hawkins	Teacher
Latoya Barnes	Teacher
Laurhonda Browne	Education Support Employee
Veronique L. Beaubrun	Teacher
Maritsa Morrison	Teacher
Fred Douglas	Parent
Demetric Williams	Parent
Varika Weems	Parent
Vincent McBee	Parent
Gertrude Walters	Parent
Ebony Jackson	Business/Community
Jamila Miller	Business/Community
Vernell Douglas	Parent
Tionna Yearby	Student
Iyanni Stevens	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Myrtle Grove K-8 Center used the following elements to evaluate last year's improvement plan:

-End of Year Data meeting took place to make all stakeholders aware of the released results of state assessments.

- The End Of Year SIP Worksheet was completed by all grade levels and presented to SAC members to be approved.
- A Beginning of Year meeting was scheduled to discuss plans of action that the Leadership/ Literacy Team members drafted based on last year's student data.
- SAC members are advised on annual school improvement compliance dates and potential meetings to discuss effective and non-effective strategies from the previous year.

b. Development of this school improvement plan

SAC members met at the beginning of the school year to:

1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. Monitor the fidelity of the delivery of instruction and intervention.
3. Make recommendations to provide levels of support and interventions to students based on data.

c. Preparation of the school's annual budget and plan

The preparation of the school's annual budget is done in collaboration between the principal and region directors. Student enrollment is used to determine allocation of funds and resources. SAC was provided a budget at the beginning of the year that reflected student enrollment for the year and recommendations were made as needed.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The 2016 - 2017 SAC funds were utilized as follows:

1. Student Incentives (Honor Roll / Perfect Attendance assemblies) \$ 800.00
2. Curriculum Family Night Event \$ 300.00
3. Technology Materials \$ 400.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kirnes, Apryle	Principal
Dixon, Sherrae	Instructional Coach
Maldonado, Imperatriz	Assistant Principal
Williams-Allen, Valerie	Instructional Coach
Edwards, Rene	School Counselor
Townslly, Marshonda	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT this year is to increase the rigor of instruction provided by teachers in grades K-8th. Florida state standards will be analyzed in depth through collaborative planning with teachers, coaches, and administration. This will maximize learning proficiency. LLT members will provide teachers with all pertinent information received in professional development sessions to plan for effective lessons.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings and or Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The school's strategies to recruit and retain highly qualified, certified-in-field and effective teachers include:

1. Weekly meetings with instructional coaches and grade level teachers to provide feedback and assistance in effective planning- Principal, Assistant Principal
2. Professional Development through opportunities on differentiated instruction in all content areas- Principal, Assistant Principal, Reading Coach, Math Coach, and Grade Level Chairs.
3. Provide all teachers with common planning time to promote collaboration and sharing of best practices- Principal, Assistant Principal, Instructional Coaches
4. Establish and maintain relationships with colleges and officials in the field of education to promote the District and school educational initiatives.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The school's mentoring program includes:

1. Providing assistance from exemplary teachers during planning time.
2. Scheduled time to meet with instructional coaches to enhance instructional practices.
3. Providing assistance from administrators focused on feedback from classroom observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Myrtle Grove K-8 Center develops ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss content curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dismiss misunderstandings as well as opportunities for growth in instructional practice, curriculum, and the standards. McGraw Hill and Houghton Mifflin

and I-Ready Assessment tools are some of the instructional resources utilized by teachers that are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Myrtle Grove K-8 Center ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS).
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 30 minute reading intervention block (for selected students)
- Providing instruction based on student needs during DI.
- Providing instruction aligned with the Language Arts Florida Standards for grade levels
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Progress is monitored at grade-level meetings, as well as in data-chats
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

A teacher per grade level has been identified to begin tutoring services after school hours. Tutoring will offer differentiated instruction in core subject areas that include Reading, Writing, Mathematics, and Science. There will also be tutoring in the computer lab to enhance learning in reading and mathematics.

Strategy Rationale

Providing students with a smaller group setting and more individualized instruction to enable students to gain exposure and practice needed on specific skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kirnes, Apryle, akirnes@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre-tests and Post-tests are administered at the beginning and closing of each tutoring session in order to determine mastery of targeted skills. Throughout tutoring, teachers will ensure that progress monitoring takes place for previous skills taught to ensure satisfactory progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that would give them opportunities to create knowledge through initiatives shared with supportive adults.

“Welcome to Kindergarten” program has been established to build partnerships with local early education programs. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the Pre-K center directors of neighborhood centers.

Main office staff will distribute “Smooth Sailing” kindergarten preparation brochures and other documents to interested parents throughout the year.

All students were assessed entering Kindergarten using FLKRS.

-Data was used to plan instruction and determine the need for interventions.

-Core academic and behavioral instruction is based on data and includes social skills instruction.

In an effort to minimize challenges and maximize student achievement, transition strategies for 8th grade students have been developed.

-Counselors use specific lessons from the Standards-Based Student Development Program (SBSDP) from the Student Services Department to help students learn about the Senior High School Program of Study and course requirements needed for graduation.

-Myrtle Grove K-8 Center participates in an articulation process with our feeder pattern high schools for students to see what programs are offered by each high school.

-Myrtle Grove K-8 Center holds an annual high school fair to invite schools that have magnet programs to showcase their programs.

-Myrtle Grove K-8 Center participates in the Recruitment for Magnet High School Program by attending fairs from inviting schools.

-Counselors keep parents informed of open enrollment for magnet high schools programs and their requirements.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G096866

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal 3

- The rigor of instructional delivery needs to improve and students must be challenged to achieve mastery levels throughout all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Curriculum Support Specialists, Scheduled time for collaborative planning sessions, Professional Development opportunities, I-Ready Program, CPalms, Gizmos, District Pacing Guides, Wonders Reading Program, McGraw-Hill ELA, FCRR Activities, Go Math Houghton Mifflin Math Program, Intervention, RtI Process

Plan to Monitor Progress Toward G1. 8

Diagnostic Assessments, Growth Monitoring Reports, Intervention Reports, Differentiated Instruction Reports and Report cards will be monitored.

Person Responsible

Apryle Kirnes

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student performance data.

Plan to Monitor Progress Toward G1. 8

I-Ready Diagnostic Assessments, Unit and Topic assessments, formal and informal assessments will be monitored.

Person Responsible

Emperatriz Maldonado

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Improved student achievement

Plan to Monitor Progress Toward G1. 8

Intervention and differentiated student data will be monitored.

Person Responsible

Emperatriz Maldonado

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student work, DI folders, Teacher DI scoring sheets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G096866

G1.B1 The rigor of instructional delivery needs to improve and students must be challenged to achieve mastery levels throughout all content areas. 2

 B260583

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S275977

Strategy Rationale

Planning effective lessons and strategies horizontally and vertically will enable teachers to be aware of the end product.

Action Step 1 5

Collaborative planning professional development will be offered to enhance the quality of weekly instructional planning.

Person Responsible

Apryle Kirnes

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Planning Meeting Agendas

Action Step 2 5

On-going teacher, student and parent data chats will be implemented by using PowerBI.

Person Responsible

Emperatriz Maldonado

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student data worksheets, data reports and teacher sign-in sheets.

Action Step 3 5

Differentiated Instruction will be monitored to ensure student academic need is met on their instructional level.

Person Responsible

Emperatriz Maldonado

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Differentiated instruction folders and teacher score logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will participate in planning meetings with teachers and instructional coaches

Person Responsible

Apryle Kirnes

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Meeting agendas, sign in sheets and teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will schedule and participate in teacher student and parent data chats.

Person Responsible

Emperatriz Maldonado

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student data chat logs and reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor the implementation of differentiated instruction.

Person Responsible

Apryle Kirnes

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Differentiated instruction folders and DI teacher logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct daily walk throughs and monitor growth monitoring student data.

Person Responsible

Apryle Kirnes

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Teacher Observation schedules, student data reports and student grades

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student data reports will be monitored.

Person Responsible

Emperatriz Maldonado

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Improved student academic scores.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teacher's differentiated instruction logs and Rtl students will be monitored.

Person Responsible

Emperatriz Maldonado













Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student DI charts, rotation groups and informal observations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399485	Diagnostic Assessments, Growth Monitoring Reports, Intervention Reports, Differentiated Instruction...	Kirnes, Apryle	8/21/2017	Increased student performance data.	6/7/2018 monthly
G1.MA2  M399486	I-Ready Diagnostic Assessments, Unit and Topic assessments, formal and informal assessments will be...	Maldonado, Emperatriz	8/21/2017	Improved student achievement	6/7/2018 monthly
G1.MA3  M399487	Intervention and differentiated student data will be monitored.	Maldonado, Emperatriz	8/21/2017	Student work, DI folders, Teacher DI scoring sheets.	6/7/2018 weekly
G1.B1.S1.MA1  M399477	Conduct daily walk throughs and monitor growth monitoring student data.	Kirnes, Apryle	8/21/2017	Teacher Observation schedules, student data reports and student grades	6/7/2018 daily
G1.B1.S1.MA5  M399478	Student data reports will be monitored.	Maldonado, Emperatriz	8/21/2017	Improved student academic scores.	6/7/2018 monthly
G1.B1.S1.MA6  M399479	Teacher's differentiated instruction logs and Rtl students will be monitored.	Maldonado, Emperatriz	8/21/2017	Student DI charts, rotation groups and informal observations.	6/7/2018 weekly
G1.B1.S1.MA1  M399480	Administration will participate in planning meetings with teachers and instructional coaches	Kirnes, Apryle	8/21/2017	Meeting agendas, sign in sheets and teacher lesson plans.	6/7/2018 weekly
G1.B1.S1.MA3  M399481	Administration will schedule and participate in teacher student and parent data chats.	Maldonado, Emperatriz	8/21/2017	Student data chat logs and reports	6/7/2018 monthly
G1.B1.S1.MA4  M399482	Administration will monitor the implementation of differentiated instruction.	Kirnes, Apryle	8/21/2017	Differentiated instruction folders and DI teacher logs.	6/7/2018 weekly
G1.B1.S1.A1  A371188	Collaborative planning professional development will be offered to enhance the quality of weekly...	Kirnes, Apryle	8/21/2017	Planning Meeting Agendas	6/7/2018 weekly
G1.B1.S1.A2  A371189	On-going teacher, student and parent data chats will be implemented by using PowerBI.	Maldonado, Emperatriz	8/21/2017	Student data worksheets, data reports and teacher sign-in sheets.	6/7/2018 monthly
G1.B1.S1.A3  A371190	Differentiated Instruction will be monitored to ensure student academic need is met on their...	Maldonado, Emperatriz	8/21/2017	Differentiated instruction folders and teacher score logs.	6/7/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 The rigor of instructional delivery needs to improve and students must be challenged to achieve mastery levels throughout all content areas.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Collaborative planning professional development will be offered to enhance the quality of weekly instructional planning.

Facilitator

Curriculum Support Specialists and Reading and Mathematics Coaches

Participants

All K-8 Reading, Mathematics, Science, and Social Studies teachers.

Schedule

Weekly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Differentiated Instruction will be monitored to ensure student academic need is met on their instructional level.

Facilitator

District curriculum support specialists and instructional coaches.

Participants

All K-8 Reading, Mathematics, Science, and Social Studies teachers.

Schedule

Daily, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 The rigor of instructional delivery needs to improve and students must be challenged to achieve mastery levels throughout all content areas.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

TA Opportunity 1

On-going teacher, student and parent data chats will be implemented by using PowerBI.

Facilitator

Administration and instructional coaches

Participants

All K-8 Reading, Mathematics, Science, and Social Studies teachers.

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VII. Budget

1	G1.B1.S1.A1	Collaborative planning professional development will be offered to enhance the quality of weekly instructional planning.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	3581 - Myrtle Grove K 8 Center	General Fund		\$0.00
2	G1.B1.S1.A2	On-going teacher, student and parent data chats will be implemented by using PowerBI.				\$0.00
3	G1.B1.S1.A3	Differentiated Instruction will be monitored to ensure student academic need is met on their instructional level.				\$0.00
Total:						\$0.00