

Miami-Dade County Public Schools

Citrus Grove Middle School



2021-22 Schoolwide Improvement Plan

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Citrus Grove Middle School

2153 NW 3RD ST, Miami, FL 33125

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

Demographics

Principal: Robert Megias M

Start Date for this Principal: 6/16/2020

2019-20 Status (per MSID File)	Closed: 2023-07-28
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (41%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Citrus Grove Middle School

2153 NW 3RD ST, Miami, FL 33125

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Citrus Grove Middle School provides programs to assist with the development of students' academic, social-emotional, and physical potential in a safe, culturally-responsive, and engaging environment that promotes lifelong learners who are socially aware, civically responsible, and positive contributors to a global society.

Provide the school's vision statement.

Citrus Grove Middle School is an institution committed to excellence. Our school community fosters an environment where high standards and positive expectations are the norms and where caring and committed staff members support students so they may reach their fullest potential both emotionally and academically.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cedeno, Pedro	Principal	As the chief administrator, Mr. Cedeno ensures that all academic and operational policies are followed. He develops systems to track benchmarks and to measure the success of the school. His mission is to maximize educational potential by regularly addressing the concerns of faculty and staff, students, and other stakeholders in the educational community. Mr. Cedeno creates an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting student leaders, faculty, and staff.
Mendez, Jose	Assistant Principal	As an assistant principal, Mr. Mendez assists in academic policies and curriculum, as well as the operational functioning of the school. He develops systems to track standards and to measure the success of his departments. His mission is to help maximize teaching potential by meeting with teachers and students to address concerns and improve outcomes. He assists with creating an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting student leaders and teachers. Mr. Mendez provides a vision in order to develop teachers in the areas of Math, Social Science, and Electives, where he works to optimize resources and to promote a successful and safe school program for all stakeholders.
Hayes, VaLinda	Assistant Principal	As an assistant principal, Ms. Hayes assists in academic policies and curriculum, as well as the operational functioning of the school. She develops systems to track standards and to measure the success of her departments. Her mission is to help maximize teaching potential by meeting with teachers and students to address concerns and improve outcomes. She assists with creating an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting student leaders and teachers. Ms. Hayes provides a vision in order to develop teachers in the areas of Literacy Science, and ESE, where she works to optimize resources and to promote a successful and safe school program for all stakeholders.
Rosey, Rebecca	Reading Coach	As an instructional coach, Ms. Rosey assists in academic policies and instruction related to the literacy curriculum. She develops systems to track benchmarks and to measure and improve instructional outcomes. Her mission is to help maximize academic potential by addressing teacher and student needs. She helps create an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting teachers. She works to develop teacher efficacy and ensure the administration of appropriate instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.
Bennett, Alissa	Math Coach	As an instructional coach, Ms. Bennett assists in academic policies and instruction related to mathematics curriculum. She develops systems to track benchmarks and to measure and improve instructional outcomes. Her mission is to help maximize academic potential by addressing teacher and student needs. She helps create an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting teachers. She works to develop teacher efficacy and ensure the administration of appropriate

Name	Position Title	Job Duties and Responsibilities
		instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.
Shroyer, Aleah	Reading Coach	As an instructional coach, Ms. Shroyer assists in academic policies and instruction related to the literacy curriculum. She develops systems to track benchmarks and to measure and improve instructional outcomes. Her mission is to help maximize academic potential by addressing teacher and student needs. She helps create an atmosphere free of any bias in which students can achieve their maximum potential by encouraging, guiding, and assisting teachers. She works to develop teacher efficacy and ensure the administration of appropriate instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.

Demographic Information

Principal start date

Tuesday 6/16/2020, Robert Megias M

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

4

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

34

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

680

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

15

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	180	251	244	0	0	0	0	675
Attendance below 90 percent	0	0	0	0	0	0	69	133	134	0	0	0	0	336
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	31	55	69	0	0	0	0	155
Course failure in Math	0	0	0	0	0	0	58	24	31	0	0	0	0	113
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	82	99	0	0	0	0	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	92	88	0	0	0	0	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	125	184	182	0	0	0	0	491

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	79	125	123	0	0	0	0	327

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	4	8	11	0	0	0	0	23

Date this data was collected or last updated

Thursday 7/29/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	267	259	273	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	137	132	132	0	0	0	0	401
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	57	66	27	0	0	0	0	150
Course failure in Math	0	0	0	0	0	0	24	27	25	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	82	99	100	0	0	0	0	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	93	89	120	0	0	0	0	302

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	126	122	125	0	0	0	0	373

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	4	8	11	0	0	0	0	23

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				27%	58%	54%	26%	56%	53%
ELA Learning Gains				39%	58%	54%	43%	56%	54%
ELA Lowest 25th Percentile				37%	52%	47%	45%	52%	47%
Math Achievement				25%	58%	58%	23%	56%	58%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				40%	56%	57%	35%	56%	57%
Math Lowest 25th Percentile				48%	54%	51%	48%	55%	51%
Science Achievement				32%	52%	51%	35%	52%	52%
Social Studies Achievement				53%	74%	72%	55%	73%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	18%	58%	-40%	54%	-36%
Cohort Comparison						
07	2021					
	2019	20%	56%	-36%	52%	-32%
Cohort Comparison		-18%				
08	2021					
	2019	29%	60%	-31%	56%	-27%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	7%	58%	-51%	55%	-48%
Cohort Comparison						
07	2021					
	2019	21%	53%	-32%	54%	-33%
Cohort Comparison		-7%				
08	2021					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	27%	43%	-16%	48%	-21%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	73%	-25%	71%	-23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Power BI Report
 ELA and Math (6 through 8 i-Ready): Fall-AP1, Winter-AP2, Spring-AP3
 7th grade Civics and 8th grade Science (Mid-year Assessment)

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13.3	15.2	16.2
	Economically Disadvantaged	13.9	15.4	17.1
	Students With Disabilities	9.7	7.9	8.3
	English Language Learners	2.9	1.4	7.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.8	11.8	16
	Economically Disadvantaged	9.8	12.3	16.9
	Students With Disabilities	3.4	10.9	17.5
	English Language Learners	3.1	4.3	9
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19.8	23.9	22.9
	Economically Disadvantaged	18.9	23.2	21.4
	Students With Disabilities	17.6	14.3	14.3
	English Language Learners	7	9.3	7.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.6	16.5	25.7
	Economically Disadvantaged	14	15.8	25.2
	Students With Disabilities	3	7.4	16.9
	English Language Learners	9.8	2.4	5.7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		41	
	Economically Disadvantaged		41	
	Students With Disabilities		40	
	English Language Learners		18	
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17.4	18	18.2
	Economically Disadvantaged	17.3	17.9	18.1
	Students With Disabilities	6.1	4.2	4.4
	English Language Learners	3.9	4.1	2.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	12.9	21
	Economically Disadvantaged	7.1	12.6	21
	Students With Disabilities	0	6.4	10.9
	English Language Learners	2.9	4.2	11.4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		8	
	Economically Disadvantaged		8	
	Students With Disabilities		3	
	English Language Learners		7	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	31	25	26	33	39	20	40			
ELL	16	35	36	15	28	41	16	29	41		
BLK	19	19		10	24			36			
HSP	24	36	35	21	32	42	24	36	67		
FRL	23	35	34	20	31	42	22	35	63		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	37	31	35	48	43	37	40			
ELL	19	37	37	20	37	50	26	46	56		
BLK	15	26		19	35			75			
HSP	27	40	37	25	40	50	32	51	79		
FRL	26	39	38	25	39	47	31	53	82		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	44	39	27	36	34	29	46			
ELL	16	40	45	17	31	45	24	47	50		
BLK	31	30		18	31			70			
HSP	26	44	46	23	35	49	35	55	61		
FRL	26	43	45	22	35	47	35	55	58		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Proficiency rates declined in reading and math, as evidenced by the 2021 FSA assessment. ELA proficiency decreased by four percentage points (27% in 2019 to 23% in 2021) and Math proficiency decreased by five percentage points (25% in 2019 to 20% in 2021). Based on the Science FCAT assessment, 8th Science proficiency declined nine percentage points (32% in 2019 to 23% in 2021). The 2021 Civics EOC achievement data also showed a decrease of 18 percentage points in proficiency (53% in 2019 to 35% in 2021).

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

As evidenced by the comparison of the 2019 FSA and the 2021 FSA, Reading and Math proficiency are our greatest need for improvement. Reading proficiency decreased by four percent (27% in 2019 to 23% in 2021). In Math, proficiency decreased by five percent (25% in 2019 to 20% in 2021).

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

One of the contributing factors that affect our student achievement is the inconsistent use of our data to drive instruction. Teachers understood data and could identify data, however, aligning data to instructional decision making, was not happening consistently. Our new actions will include ensuring that teachers understand their data reports and the implications presented by the data. Teachers will collaborate during common planning to analyze student end product reviews to see whether or not students are mastering the learning objectives. Data chats will be conducted by the administrative team which will focus on topic assessment data and i-Ready data (where applicable) for all core subjects. Coaches and teachers will collaborate with the instructional support team during common planning to make instructional decisions as it relates to differentiation instruction and remediation. The school will use data points to target students for interventions and extended learning opportunities.

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

Based on the the Math FSA, (2018 to 2019) Students with Disabilities improved in the area of proficiency showing an increase of 8%. As it relates to learning gains, there was an increase of 12% and in the lowest 25% students showed an increase of 12%. Additionally, 48% of students in this subgroup (SWD) showed an increase of 12% on the 2019 Civics EOC. Finally, middle school acceleration for the Biology EOC, was reported at 85% percent proficiency.

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

The contributing factor that assisted with our improvement was the constant dialogue amongst the core teachers highlighting areas of concern to allow them to strategically develop interventions for the limited proficiency groups with insufficient progress. Through collaborative planning, the leadership team created a schedule for department classroom walk throughs, provided feedback for instruction, and aligned interventions to maximize learning.

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

To accelerate learning, teachers will employ the following strategies: Checks for Understanding, Collaborative Data Chats, Corrective Feedback for students, Data Driven Decision Making, Data Driven Instruction, English Language Learner (ELL) Strategies, ESE Accommodations, Effective Questioning/Response Techniques, Establishing and Implementing Instructional Frameworks, Gradual Release, Instructional Support/Coaching, Ongoing Process Monitoring (OPM), Standards-Aligned Instruction, Standards-Based Collaborative Planning, and Student Engagement.

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

The PLST and Transformation Coaches will develop and provide professional development sessions focused on using data to drive instruction. They will align resources for differentiation/small group instruction and analyze OPM data throughout departments. After each assessment, core areas will adjust their small groups to reflect current data. Coach-Teacher-Collaborations will be implemented to support teachers' needs.

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

Common planning will focus on proficiency and learning gains for all areas of accountability. Administration will attend common planning to ensure that research based strategies are being properly implemented during instruction and aligned with state standards. Topic assessment data will be collected, compared, disseminated to students. Students will be identified for extended learning opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

On the 2020-2021 teacher climate survey, 56% of teachers responded that students were not academically prepared for class. Based on the 2021 FSA, the data indicates that 77% of students in grades 6 through 8 are not proficient in reading. Additionally, the data indicates that 80% of students in grades 6 through 8 are not proficient in Math. There is a need to focus on student proficiency. Through differentiation, students will close learning gaps in order move towards proficiency.

Measurable Outcome:

By the end of the 2021-2022 school year, the expectation is that students in grades 6 through 8 will increase 5 percentage points in proficiency on the Spring Florida State Assessment in reading and math.

Monitoring:

The area of focus will be monitored by school administrators through teacher/administrative data chats, which will include the review of i-Ready data and growth monitoring reports as well as topic assessments. Administrators will meet weekly with Transformation Coaches as it relates to next steps for improvement in identified areas. Administrators will ensure that coaches and teachers are planning strategically for differentiation as well as reviewing assessment data to inform instructional decision making. Teachers will implement differentiation through small group instruction, they will also use progress monitoring data to change or enhance instruction which will improve achievement. This will indicate that the school is on track.

Person responsible for monitoring outcome:

VaLinda Hayes (189531@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy that will target differentiation will be data driven instruction. This practice allows for teachers to use student performance data to adjust planning and delivery based on student needs.

Rationale for Evidence-based Strategy:

Data Driven Instruction is a systematic approach of instruction that will use assessment, analysis, and actions to meet students' needs. Data-Driven Instruction will include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year. By using this strategy, teachers will differentiate their instruction during small group, thus "closing the learning gap" which will then move them to proficiency.

Action Steps to Implement

09/2021-06/2022 (Ongoing) Transformation Coaches and teachers will meet bi-weekly for department meetings. They will review the Instructional Framework that clearly identifies when differentiation will take place as well as review best practices. They will review resources that will be used to address student needs.

Person Responsible

VaLinda Hayes (189531@dadeschools.net)

09/2021-06/2022 (Ongoing) During weekly common planning, Transformation Coaches, and teachers will develop explicit instructional routines related to differentiation and will utilize the resources that align to their instruction.

Person Responsible

VaLinda Hayes (189531@dadeschools.net)

09/2021-06/2022 (Ongoing) Transformation Coaches will meet weekly with administraton during leadership team meetings to provide them with the strategies that are being used during differentiation.

The team will also review data (OPM's, i-Ready Growth Monitoring, topic assessments) to track progress and develop next steps.

Person Responsible Pedro Ceden0 (pr6091@dadeschools.net)

09/2021-06/2022 (Ongoing) Administrators will conduct classroom visitations to determine if implementation is taking place and will provide follow up feedback to Transformation Coaches and teachers to determine next steps.

Person Responsible Pedro Ceden0 (pr6091@dadeschools.net)

11/2021-06/2022 (Ongoing) Common planning and department meetings will be used to analyze students' end products and use assessment results to remediate instruction as needed.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

11/2021-06/2022 (Ongoing) Weekly mini-impact reviews will take place with administration and transformation coaches to observe the implementation progress for target areas.

Person Responsible Pedro Ceden0 (pr6091@dadeschools.net)

01/2022 - 05/2022 (Ongoing): Targeted Interventions of L25s and bubble students will take place in math and reading courses, through push-in and pull-outs serviced by the interventionists and instructional coaches. Progress will be monitored using OPM tracking and end product reviews.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

02/2022 : Teacher and administration data chats will take place. Teachers must present how they are meeting the needs of students and tracking progress.

Person Responsible Pedro Ceden0 (pr6091@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	The target practice that the school will focus on is Student Engagement. Based on the 2021 FSA data, 77% of students in grades 6 through 8 were not proficient readers in reading. 80% of students in grades 6 through 8 were not proficient in math. Based on qualitative data, walkthroughs conducted by administrators, coaches and ETO support staff, it was noticed that there was too much teacher talk, thus students were not actively engaged.
Measurable Outcome:	By the end of each nine weeks, teachers will be utilizing the student engagement strategies effectively as evidenced by students being provided with talking opportunities and opportunities for checks for understanding during each lesson. Students will increase one level as evidenced on i-Ready AP1 to AP2.
Monitoring:	The administration will conduct regular walkthroughs to ensure effective student engagement practices are being implemented. Administrators should see the use of student accountable talk and checks for understanding during each lesson.
Person responsible for monitoring outcome:	VaLinda Hayes (189531@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategies we will be targeting to increase student engagement, are student collaborating, and checking for understanding. Accountable Talk stimulates higher-order and critical thinking, helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content. Checking for Understanding is part of a formative assessment system that allows teachers to gauge knowledge of content.
Rationale for Evidence-based Strategy:	Implementing student Accountable Talk will allow students to defend their answers and critically think through their responses while fostering a more active learning environment. This will build a collaborative environment and will build student comprehension as they become actively engaged in the learning process. The other evidence based strategy that will be used is Checks for Understanding. This is part of a formative assessment system in which teachers identify learning goals, provide students with feedback, and then plan instruction based on students' errors and misconceptions.

Action Steps to Implement

09/2021-06/2022: (Ongoing) During bi-weekly department meetings, Department Heads or Transformation Coaches will introduce and model Student Accountable Talk and Checks for Understanding.

Person Responsible Pedro Ceden (pr6091@dadeschools.net)

09/2021-06/2022: (Ongoing) During weekly common planning, Transformation Coaches and teachers will add opportunities for student accountable talk and checks for understanding in the lesson plans.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

09/2021-06/2022: (Ongoing) During Leadership Team meetings, the team will discuss the strategies were introduced and implemented and what administrators should see during their visitations.

Person Responsible Jose Mendez (253882@dadeschools.net)

09/2021-06/2022: (Ongoing) Administrators will conduct classroom visitations to see strategies being implemented and will provide feedback and next steps to coaches and teachers.

Person Responsible Jose Mendez (253882@dadeschools.net)

11/2021-06/2022 (Ongoing) Teachers will provide timely and effective feedback on student end-products. This practice will allow students to take ownership of their progress in class.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

11/2021-06/2022 (Ongoing) During the instructional lesson, teachers will us targeted questioning to check for student understanding.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

01/2022 - 05/2022: The next step for intervention is to devise a schedule for interventionists and transformation coaches to provide targeted intervention support for all students. The next phase will be to look at student schedules, compare electives, and determine the optimal schedule, assisting as many of the targeted students as possible, during pull-out and push-in interventions.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

01/2022 - 05/2022: In ELA these low-performing subgroups students will receive scaffolded instruction, in small groups, and their intervention cycle will include a day to debrief assessment performance and revise assignments. In math, the pull-out framework will be two-week cycles allowing for a deep dive into targeted standards.

Person Responsible Jose Mendez (253882@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: According to the 2020-2021 Teacher School Climate Survey, 51% of the staff agreed with the statement: "I feel staff morale is high at my school." We believe we can improve this data point through celebrating successes for staff, as well as empowering teachers and staff.

Measurable Outcome: If we successfully implement strategies related to celebrating success and empowering teachers, we can achieve a growth of 10 percentage points in the area of teacher morale on the School Climate Survey specifically aligned to the question: "I feel staff morale is high at my school".

Monitoring: The Leadership Team will utilize school made surveys to gather feedback as to how staff and students feel about the morale at the school. This information will guide next steps and continuous improvement. In addition, the Leadership Team may conduct Think Tanks that involve stakeholders sharing feedback as it relates to morale at the school.

Person responsible for monitoring outcome: VaLinda Hayes (189531@dadeschools.net)

Evidence-based Strategy: The two evidence based strategies that we will use our are: Celebrate Success and Empowering Teachers and Staff. Staff and student accomplishments will be given special recognition and those achievements will be publicly celebrated which will allow for encouragement from all stakeholders. The Leadership Team will empower teachers and staff and will support teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Rationale for Evidence-based Strategy: People respond when they feel appreciated. Celebrating successes during faculty meetings is a form of positive reinforcement that can be extremely effective not only in motivating those we celebrate, but motivating others to want to be recognized as well. In addition, when staff and students feel that their voices are heard, they are more willing to take ownership in school and leadership responsibilities. By allowing our staff and students to be risk takers, leaders, and innovators, they will be motivated to continue to impact change.

Action Steps to Implement

09/2021-10/2022: The Leadership Team (including the school counselor) will create a shout-out protocol to be implemented at staff meetings.

Person Responsible Pedro Ceden (pr6091@dadeschools.net)

09/2021-06/2022: (Ongoing)The school will implement an anonymous suggestion box in the copy room where teachers can provide suggestions of concern to the Leadership Team.

Person Responsible Jose Mendez (253882@dadeschools.net)

09/2021-06/2022: The school counselor will empower teachers and staff by having them participate in think tanks.

Person Responsible Jose Mendez (253882@dadeschools.net)

09/2021-06/2022: Maintain a birthday board to recognize staff (and student) birthdays.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

11/2021-06/2022 (Ongoing) Students' consistent positive reinforcement for good behavior through rewards systems. Golden Ticket Store.

Person Responsible Loan Tran (326726@dadeschools.net)

11/2021-06/2022 (Ongoing) Provide consistent incentives for students meeting improvement and/or proficiency thresholds in assessments. (Proficiency celebration)

Person Responsible Alissa Bennett (327997@dadeschools.net)

01/2022 - 05/2022 (ongoing): "Are you here now?" used to improve all stakeholder's attendance.

Person Responsible Loan Tran (326726@dadeschools.net)

01/2022 - 05/2022 (ongoing): Winter Wonderland Dance for meeting iReady Typical Annual Growth target from AP1 to AP2, Athletics, clubs, and field trips for students who meet behavior and academic criteria.

Person Responsible Jennifer Rignack (323894@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: 40% (24 out of 60) of the Citrus Grove Middle School instructional staff have three years or less of teaching experience . The 2020-2021 Teacher School Climate Survey indicates that 65% of teachers agreed with the statement "I frequently feel overloaded and overwhelmed at my job." This indicates a need to focus on supporting our new staff members.

Measurable Outcome: Using the School Climate Survey, by the end of the 2021-2022 school year we plan to decrease by 5 percentage points pertaining to the statement, "I frequently feel overloaded and overwhelmed at my job" This will demonstrate that the Leadership Team was able to meet the needs of our new staff.

Monitoring: Our school Leadership Team will measure the area of focus by conducting strategic and frequent check-ins with teachers. Administrators will regularly attend department collaborative planning meetings to offer guidance and provide feedback.

Person responsible for monitoring outcome: Pedro Ceden (pr6091@dadeschools.net)

Evidence-based Strategy: We will use the strategy of Consistent, Developmental Feedback. Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided.

Rationale for Evidence-based Strategy: We selected this strategy because we want to provide our new teachers with consistent feedback and next steps so that we may add to their professional growth.

Action Steps to Implement

09/2021-06/2022: (Ongoing) Conduct regular department meetings and collaborative planning sessions that incorporate feedback from all stakeholders, including administrators, teachers, and coaches.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

09/2021-06/2022: (Ongoing) New teachers will be encouraged to utilize the suggestion box to indicate concerns they may have. Administrators will review to determine next steps.

Person Responsible Jose Mendez (253882@dadeschools.net)

09/2021-06/2022: (Ongoing) Transformation Coaches will conduct informal, one-on-one check-ins with new teachers on a weekly basis.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

09/2021-06/2022: (Ongoing) New teachers will be part of the MINT program and Administration will conduct monthly check ins with new teachers.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

11/2021-06/2022 (Ongoing) Utilize instructional teacher learning walks to share classroom best practices.

Person Responsible VaLinda Hayes (189531@dadeschools.net)

11/2021-06/2022 (Ongoing) Administrative Leadership team will utilize surveys to provide teachers the opportunity to reflect on their instructional practices. This will allow the leadership team to gage the support needed.

Person Responsible Pedro Cedeno (pr6091@dadeschools.net)

01/2022 - 05/2022 (ongoing): The school will provide ongoing professional development opportunities and coach-teacher collaboration cycles to build teacher capacity.

Person Responsible Aleah Shroyer (311748@dadeschools.net)

01/2022 - 05/2022: The lowest-performing subgroups also receive one-on-one planning with instructional coaches and the support of in-class interventionists used to scaffold instruction.

Person Responsible Rebecca Rosey (320278@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

As a result of data analysis on SafeSchoolforAlex.org, Citrus Grove Middle School's area of concern is Drug/Public Order incidents. During the 2019-2020 school year, Citrus Grove Middle was rated: Very High - with a drug/public order incident rate per 100 students of 3.17% with a Statewide rate range from 0 - 7.07%. This trend has increased during the 2020 to 2021 school year, as evidenced by a growing rate in student referrals pertaining to vaping in school. Citrus Grove Middle's administration, faculty, and staff will monitor the school culture through Values Matter, PBIS plan, golden ticket reward system, grade level team meetings, to deter students from negative behaviors, including the use of tobacco products in school. This will be monitored through the use of the MTSS dashboard on Power BI to track student behavior progress and analyze student needs through schoolwide discipline initiative.

Part IV: Positive Culture & Environment

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

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

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

The school promotes a positive school culture and environment through the incorporation of a "Golden Ticket" reward system for students, which includes distribution of "golden tickets" that students can redeem for prizes for attendance and behavior. Additionally, counselors and administrators have an open-door policy. The school will conduct teacher morale-building events and provide gifts for staff, for teacher appreciation, birthdays and retirement celebrations. Teachers will be empowered by being part of the decision making process. Staff will be encouraged to analyze current practices and will have opportunities to have their voices heard. We will provide a safe environment where staff will have opportunities for feedback by engaging in collaborative conversations in order to facilitate a conducive and positive environment.

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

A positive culture and environment should be modeled from the top and expected across the school's community. Administrators are responsible for creating the opportunities for transparent communication. Teacher leaders will engage staff and students in community-building activities focused on positive self-identity and school pride. The teachers' role is to provide a safe, comfortable, and conducive learning environment. One where students can have self-esteem and be able to express themselves freely. In weekly parent conferences, we will engage the parent and student community in conversations to build their advocacy and sense of belonging in this school community.