Miami-Dade County Public Schools

Myrtle Grove K 8 Center

2022-23 Schoolwide Improvement Plan

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Myrtle Grove K 8 Center

3125 NW 176TH ST, Opa Locka, FL 33056

http://mgrove.dadeschools.net/

Demographics

Principal: Jessica Fortich M

Start Date for this Principal: 7/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (41%) 2018-19: B (57%) 2017-18: B (54%)
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	TSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Myrtle Grove K-8 Center, 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. An integral part of student success 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.

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.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Maldonado, Emperatriz	Principal	Oversees the day-to-day building operations to ensure a safe learning environment, effectively communicates with faculty and staff, and facilitates the implementation of school initiatives that will support an increase in student achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.
Edwards, Kayla	Assistant Principal	Supports the principal with cultivating the vision and mission of the school. This instructional leader supports the Literacy, Science, Mathematics and Social Studies departments.
Martin, Gina	Math Coach	Instructional Coach over the Mathematics and Science department. Support teachers in planning, delivering, and assessing quality math instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Donaldson, Ashley	Reading Coach	Instructional coach over Literacy and Social Studies departments. Support teachers in planning, delivering, and assessing quality instruction. Plan, model, and co-teach effective lessons with teachers. Assist teachers with classroom organization, material, and learning activities that support learning targets and objectives.

Demographic Information

Principal start date

Friday 7/22/2022, Jessica Fortich M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

287

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

4

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

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	30	31	37	30	22	222	191	194	0	0	0	0	776
Attendance below 90 percent	0	6	7	11	11	8	61	74	91	0	0	0	0	269
One or more suspensions	0	0	0	0	0	0	10	52	68	0	0	0	0	130
Course failure in ELA	0	0	0	5	4	2	40	7	20	0	0	0	0	78
Course failure in Math	0	0	0	8	8	2	39	17	9	0	0	0	0	83
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	4	10	80	82	104	0	0	0	0	285
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	11	13	126	117	129	0	0	0	0	401
Number of students with a substantial reading deficiency	0	0	0	15	12	9	128	116	101	0	0	0	0	381

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

Indicator	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	8	12	9	118	112	117	0	0	0	0	376

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	0	6	1	1	1	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	4	1	14	13	22	0	0	0	0	55

Date this data was collected or last updated

Wednesday 8/17/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	40	33	34	25	48	37	47	44	0	0	0	0	329
Attendance below 90 percent	5	14	7	10	0	12	17	19	11	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	7	3	9	15	2	0	0	0	0	43
Course failure in Math	0	0	1	2	15	14	13	0	1	0	0	0	0	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	9	8	17	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	12	14	8	0	0	0	0	43
Number of students with a substantial reading deficiency	0	7	22	30	14	23	27	30	30	0	0	0	0	183

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	5	7	16	16	18	14	0	0	0	0	76

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

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	21	40	33	34	25	48	37	47	44	0	0	0	0	329
Attendance below 90 percent	5	14	7	10	0	12	17	19	11	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	7	3	9	15	2	0	0	0	0	43
Course failure in Math	0	0	1	2	15	14	13	0	1	0	0	0	0	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	9	8	17	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	12	14	8	0	0	0	0	43
Number of students with a substantial reading deficiency	0	7	22	30	14	23	27	30	30	0	0	0	0	183

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	5	7	16	16	18	14	0	0	0	0	76

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	62%	56%				34%	62%	57%
ELA Learning Gains	63%						48%	62%	58%
ELA Lowest 25th Percentile	73%						52%	58%	53%
Math Achievement	23%	58%	50%				59%	69%	63%
Math Learning Gains	31%						70%	66%	62%
Math Lowest 25th Percentile	41%						59%	55%	51%
Science Achievement	17%	64%	59%				20%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	60%	-38%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	50%	64%	-14%	58%	-8%
Cohort Comparison		-22%				
05	2022					
	2019	20%	60%	-40%	56%	-36%
Cohort Comparison		-50%				
06	2022					
	2019	38%	58%	-20%	54%	-16%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	67%	-39%	62%	-34%
Cohort Comparison		0%				
04	2022					
	2019	50%	69%	-19%	64%	-14%
Cohort Comparison		-28%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-50%				
06	2022					
	2019	65%	58%	7%	55%	10%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	14%	53%	-39%	53%	-39%
Cohort Comparison							
06	2022						
	2019						
Cohort Comparison		-14%					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	47		10	40						
ELL	25	73									
BLK	30	63	71	21	30	44	15	93			
HSP	37	59		38	36		30				
FRL	30	63	73	24	31	41	17	94			

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	6	30	39	23	48	43	23				
ELL	29			43	40						
BLK	22	33	28	44	56	49	23	58	63		
HSP	40	47		60	50						
FRL	24	34	32	45	55	50	26	60	62		

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	14	25	21	26	59	64	7				
ELL	20	42			80						
BLK	35	48	56	57	68	56	23	86	90		
HSP	32	46	36	72	83		7				
FRL	35	48	51	59	69	58	20	83	90		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

FSA ELA 2021-2022 results indicate that 24 percent of students in grades 3-8 score on or above grade level at a 10 percentage point decrease when compared to the FSA ELA 2020-2021 results of 34 percentage points

FSA MATH 2021-2022 results indicate that 46 percent of students in grades 3-8 score on or above grade level a 13 percentage point decrease when compared to the FSA MATH 2020-2021 results of 59 percent points

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

Overall math proficiency has decreased greatly in percentage points. According to FSA data reports, in 6th grade only 13% of the students were proficient in 2021-2022 in comparison to 24% in 2020-2021 FSA data. Additionally, math learning gains decreased from 61% in 2020-2021 to 44% in 2021-2022 according to Powerbi. There is still a need to increase ELA proficiency, although there has been a slight increase of 6% where 23% of students were proficient in comparison to 29% in the 2020-2021 school year.

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

The contributing factors resulting in the need for improvement are teacher and student attendance and the lack of vertical and horizontal alignment of the curriculum. For the 2022-2023 school year, collaborative planning will focus on creating lessons aligned to the horizontal and vertical alignment of the B.E.S.T. standards and small group instruction based on data. Horizontal planning will involve teachers within the same grade level planning lessons to coordinate learning. An incentive plan has been put in place to encourage and increase teacher and student attendance.

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

In reviewing the data for civics, proficiency levels increased from 59% to 94%. ELA learning gains increased from 36% to 62%.

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

The contributing factors for ELA was the new intervention series, Reading Horizons, was implemented in grades K-5, that monitored student growth throughout the year. An interventionist was also hired to assist with pull-outs in grades K-5 for Reading. There was a research based activity that was created by the teacher for Civics that required buy in for the entire Upper Academy to do well on the assessment Teachers & Instructional Coaches set scheduled meetings to discuss Bi-Weekly Progress Monitoring data and ways to use that information to navigate the next steps in their classrooms.

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

To accelerate learning, we will create time for collaborative planning (vertical and horizontal). Also, we will schedule ongoing Data Chats by Grade Levels/Departments to discuss students' performance as well as the
strategies that will be implemented to support those students not making adequate progress. We will keep implementing and monitoring Differentiated Instruction and interventions. The School Leadership Team (SLT) will conduct classrooms walkthroughs to monitor standard-aligned instruction and ensure that instruction meets the adequate depth of the standards. Another strategy will be the extended learning opportunities for those students not making adequate learning progress. This will consist of before/after school tutoring and intervention programs.

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.

Our PLST and Miami Learns will provide Professional Development opportunities on Data Analysis and how to effectively implement Differentiated Instruction. They will also provide Professional Development on progress monitoring with fidelity, small groups instruction, data chats and instructional planning with embedded professional development on horizontal and vertical alignment.

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

The additional services that will offered to maintain the school's proficiency include before and after school enrichment opportunities, in-school intervention for math/reading, and Saturday school. We will also implement clubs and extracurricular activities geared at promoting school spirit/culture, attendance, and to staff morale.

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FSA ELA 2021-2022 results indicate that 24 percent of students in grades 3-8 score on or above grade level at a 10 percentage point decrease when compared to the FSA ELA 2020-2021 results of 34 percentage points. FSA MATH 2021-2022 results indicate that 46 percent of students in grades 3-8 score on or above grade level a 13 percentage point decrease when compared to the FSA MATH 2020-2021 results of 59 percent points. Based on the data, we will focus on differentiation in grades 3-8 to address critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If there is the implementation of Differentiation, then, proficiency in ELA will increase in grades 3-8 by 10 percentage points. The achievement in Mathematics and Reading will increase by 15 percentage points, as measured by the 2022-2023 FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct ongoing data chats with faculty. The teachers will conduct classroom data chats and adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure differentiation is aligned with current data. Extended learning opportunities will be provided to those students who are not showing growth on Progress Monitoring Assessments & Topic Assessments. We will offer before and after school tutoring and Saturday school opportunities to assist in achieving our intended outcome.
Person responsible for monitoring outcome:	Emperatriz Maldonado (maldonadoe@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiation that will assist in accelerating gains of our over on the verge and higher performing students. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include Topic Assessments and Progress Monitoring Assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Coaches will continually plan and assist teachers with adjusting their instruction, plans, and instructional delivery as new data becomes available.

selecting this strategy.

9/21 & 9/28- Coaches will provide professional development during collaborative planning for teachers on effective implementation of differentiated instruction that aligns to school goals based on data and conduct coaching cycles with teachers who demonstrate the need. Teachers will have opportunities to develop classroom systems conducive to small group instruction student folders, posted groups, resources and materials with the assistance of instructional coaches.

Person Responsible   Ashley Donaldson (adonaldson@dadeschools.net)

8/22-10/14 Teachers will work with instructional coaches to develop lesson plans inclusive of DI instruction. As a result, teachers will create student groups containing appropriate resources.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

8/22-10/14 Coaches will facilitate weekly collaborative planning meetings to collaborate with teachers to plan using the Savvas differentiated instruction resources and model best practices. As a result, teachers will plan effectively.

Person Responsible   Ashley Donaldson (adonaldson@dadeschools.net)

8/22-10/14 Teachers will collaboratively develop a data tracker to track assessments aligned to weekly small group instruction. Teachers will work with coaches to disaggregate data, monitor student progress, and adjust instruction, as necessary. As a result differentiated groups would be fluid and flexible.

Person Responsible   Kayla Edwards (kjenkins@dadeschools.net)

10/31/2022- 12/16/2022: Administration will hold teacher data chats following FAST PM1 and i'Ready Diagnostic 1. As a result, teachers will maintain fluid student groups and be able to identify standards to address in differentiated instruction.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

10/31/2022- 12/16/2022: Administration will participate in weekly collaborative planning with coaches and teachers. As a result, teachers will be able to maintain the correct pace for their lessons and make necessary adjustments.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 ELA proficiency data the students with SWD fell below the 41% threshold by 5% points. Based on the data, we will focus on explicit instruction through intervention in grades 3-8 to address critical need. We will also provide accommodations as per their IEPs. In addition, ESE teacher will provide push -in interventions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standard aligned instruction in all classroom settings, the SWD population will grow 10% in the areas of ELA and Mathematics by the 2022-2023 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct ongoing data chats with teachers of students with disabilities to monitor progress. Extended learning opportunities will be provided to those students who are not showing growth on Progress Monitoring Assessments & Topic Assessments.
Person responsible for monitoring outcome:	Kayla Edwards (kjenkins@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on the evidence based strategy Standards- Aligned Instruction, which will assist in the acceleration of our SWD. Standards aligned instruction will be monitored through collaborative planning of standard aligned lessons and the use of data trackers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards- Aligned Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Implementing IEP accommodations in all classroom settings will ensure that students are accessing their accommodations with fidelity.

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

8/22/2022 - 10/14/2022: Instructional Coaches will assist teachers with creating anchor charts for school-wide strategies. This will allow students to reference anchor charts during independent work.

Person Responsible	Ashley Donaldson (adonaldson@dadeschools.net)

8/22/2022 - 10/14/2022: During common planning, instructional coaches will help teachers plan modifications to instruction and brainstorm strategies to put in place to target student's specific needs. This would allow teachers the opportunity to collaborate and share best practices.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

8/22/2022 - 10/14/2022: The ESE Department Chair alongside Instructional Coaches will collaboratively develop data trackers using topic assessments. As a result teachers will be able to monitor student progress and adjust strategies as needed.

Person Responsible   Kayla Edwards (kjenkins@dadeschools.net)

8/22/2022 - 10/14/2022: ESE certified teachers, Transformational Coaches, the ESE Department Chair, and the Administrative team will conduct monthly meetings to discuss progress monitoring data trends. As a result instruction will be adjusted as needed.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

10/31/2022 - 12/16/2022: The ESE Teacher and ESE Chair will plan and deliver an Accommodations informational presentation to all stakeholders. As a result, teachers will be able to provide appropriate accommodations to students with an IEP.

Person Responsible   Kayla Edwards (kjenkins@dadeschools.net)

10/31/2022 - 12/16/2022: ESE Chair and ESE Teacher will hold parent data chats after school hours and during Saturday Academy hours to meet the needs of working parents. As a result, ESE Teacher can receive additional parental support with student academic responsibilities.

Person Responsible   Kayla Edwards (kjenkins@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Teacher Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 School Climate Survey, the number of teachers with 10.5+ Days Absent was at 41% as compared to the District with 13%. This data indicates that there is a need to improve teacher attendance. Need Comparative data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement a Celebrate Success to celebrate teacher attendance, the number of teachers with 10.5 + Days out will improve by a minimum of 5 percentage points as evidenced by the 2022-2023 School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	In order to achieve the desired outcome, the school administrators will monitor this area of focus. A list of action steps and strategies will be developed and implemented throughout the school year.
Person responsible for monitoring outcome:	Emperatriz Maldonado (maldonadoe@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the area of focus of Positive Culture and Environment , this year we will focus on Celebrating Successes. We want to ensure that the number of teachers with 10.5 + Days Absent is decreased by a minimum of 5 percentage points. An effective reward/recognition program will keep our teachers motivated and inspired for dynamic growth and achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The data indicates that we need to implement other forms of recognition and incentives to improve teacher attendance. As a result, teacher attendance will improve.

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

08/22/2022 - 10/14/2022: Staff will participate in quarterly team-building activities to promote and facilitate collaboration and relationship building amongst the staff. This action step will lead to high staff morale.

Person Responsible	Kayla Edwards (kjenkins@dadeschools.net)

08/22/2022 - 10/14/2022: Administration will highlight and recognize teachers with perfect attendance during faculty meetings. This action will assist with boosting teacher moral.

Person Responsible	Emperatriz Maldonado (maldonadoe@dadeschools.net)

08/22/2022 - 10/14/2022- Teachers will be provided with various incentives throughout the quarter to promote attendance and staff moral. This action step with assist in our school culture.

Person Responsible	Kayla Edwards (kjenkins@dadeschools.net)

08/22/2022 - 10/14/2023: The Leadership Team will organize monthly meetings with the school stakeholders and department chairs to plan a monthly calendar of events. This will allow leaders to consistently plan events that will ensure diversity is highlighted in our school culture.

Person Responsible	Kayla Edwards (kjenkins@dadeschools.net)

10/31/2022 - 12/16/2022: Administration will announce shout outs every Friday to instructional staff that have been present every day of the week. As a result, teachers will feel motivated to maintain their good attendance patterns.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

10/31/2022 - 12/16/2022: Administration will host a Holiday Giveaway that celebrates teacher attendance, academic achievements, mental health successes and team work activities. As a result, teachers will feel appreciated and school culture will continue to be positive.

Person Responsible   Emperatriz Maldonado (maldonadoe@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	At Myrtle Grove we decided to focus on specific teacher feedback and walkthroughs to address the instructional needs of our students. According to Leadership Competencies report on PowerBi in 2021-2022 only 17% of the teachers stated that they received feedback from the principal or assistant principal on a weekly basis to improve student outcomes as compared to 2020-2021 8% stated that they received feedback on a weekly basis.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the Targeted Element of Specific Teacher Feedback and Walkthroughs, 30% of our teachers will receive feedback on a monthly basis which will guide their instruction that will lead to improvement in student outcomes by the end of the school year as indicated in the 2022-2023 School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will develop a walkthrough protocol that includes feedback and next steps that will be provided to each teacher after walkthroughs. Each teacher will have the opportunity to meet with either the principal or assistant principal to gain clarity if needed. Coaches will then be assigned to collaborate with the teacher to complete the recommended next steps. The administrators will then conduct another walkthrough to observe the next steps and provide feedback.
Person responsible for monitoring outcome:	Emperatriz Maldonado (maldonadoe@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Specific Teacher Feedback and Walkthroughs, the leadership team will focus on the evidence-based strategy of Setting High Expectations for Students and Staff. By providing specific teacher feedback and walkthroughs on instruction, teachers will make the necessary adjustments to their instruction and gain the feedback needed to hold high expectations for students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Walkthroughs provide insight for the leadership team to discuss finding and to make or suggest instructional changes. In addition, it can enable opportunities for immediate and corrective feedback.

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

08/22/2022 - 10/14/2022- Administration will collaborate with the transformational coaches to develop a walkthrough protocol that will be shared with the teachers during a faculty meeting. As a result teachers will have a clear understanding of the look-fors for during walkthroughs.

Person Responsible	Emperatriz Maldonado (maldonadoe@dadeschools.net)

08/22/2022 - 10/14/2022- Administrative team will share weekly instructional look-fors with the teachers and begin conducting walkthroughs and sharing the feedback using the walkthrough protocol. As a result next steps will be prescribed.

Person Responsible	Kayla Edwards (kjenkins@dadeschools.net)

08/22/2022 - 10/14/2022- Teachers who need additional support will have the opportunity to meet with the administrative team. As a result Transformational Coach will began a CTC.

Person Responsible	Emperatriz Maldonado (maldonadoe@dadeschools.net)

08/22/2022 - 10/14/2022- Coaches will assist teachers in implementing next steps, as a result the administrative team will conduct another walk through to observe instruction and improvements.

Person Responsible	Emperatriz Maldonado (maldonadoe@dadeschools.net)

10/31/2022- 12/16/2022: Administration will conduct informal data chats specifically analyzing Topic, Unit, and Intervention Assessments. As a result, teachers will continue to keep appropriate pace of their assessment administration windows and be familiar with their immediate data results.

Person Responsible	Emperatriz Maldonado (maldonadoe@dadeschools.net)

10/31/2022- 12/16/2022: Administration will arrange and deliver modeling sessions provided by ETO Content Support Specialists to teachers that need the support. As a result, teachers will be able to enhance their instructional delivery.

Person Responsible	Kayla Edwards (kjenkins@dadeschools.net)

Positive Culture & Environment

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

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

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures that they have necessary information to support their children. Information is communicated to all stakeholders through the school website, ClassDojo, flyers, and other social media websites. Faculty and

staff are provided opportunities to come together to share celebrations of success during monthly faculty meetings and in-service development. During monthly EESAC meetings we provide opportunities for staff, parents, and students to provide ongoing feedback and suggestions to school leaders. In addition, informal conferences with staff and students are conducted to provide information about their academic growth at school. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning. Identify the stakeholders and their role in promoting a positive school culture.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, and Teacher Leaders. The Principal's role is to share the mission and vision of the school by taking continuous 'temperature checks' using surveys, open communication with all stakeholders, and build community within the school environment. The Assistant Principal will assist in ensuring all information is shared with stakeholders in a timely manner and builds morale through the development of staff members. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.