Citrus Grove Middle School

2022-23 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: 8/8/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
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 (51%) 2018-19: C (42%) 2017-18: C (41%)
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	ATSI
* 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)
Middle School 6-8	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	99%

School Grades History

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

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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.

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
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
Megias, Robert	Principal	As the chief administrator, Mr. Megias 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. Megias 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.
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 instruction and monitoring of student achievement. She promotes coach-teacher collaboration to facilitate research-based instruction.
Garcia, Jackeline	Reading Coach	As an instructional coach, Ms. Garcia 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

Name	Position Title	Job Duties and Responsibilities
		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

Monday 8/8/2022, Robert Megias 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.*

1

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.*

21

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

774

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

15

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

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	0	0	0	0	0	0	244	251	279	0	0	0	0	774
Attendance below 90 percent	0	0	0	0	0	0	59	84	125	0	0	0	0	268
One or more suspensions	0	0	0	0	0	0	10	56	76	0	0	0	0	142
Course failure in ELA	0	0	0	0	0	0	58	17	19	0	0	0	0	94
Course failure in Math	0	0	0	0	0	0	81	43	34	0	0	0	0	158
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	108	133	171	0	0	0	0	412
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	131	128	161	0	0	0	0	420
Number of students with a substantial reading deficiency	0	0	0	0	0	0	138	170	188	0	0	0	0	496

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	0	0	0	128	156	178	0	0	0	0	462

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	11	8	14	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	8	8	9	0	0	0	0	25

Date this data was collected or last updated

Friday 7/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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		
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

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	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		
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

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	29%	55%	50%				27%	58%	54%
ELA Learning Gains	48%						39%	58%	54%
ELA Lowest 25th Percentile	48%						37%	52%	47%
Math Achievement	34%	43%	36%				25%	58%	58%
Math Learning Gains	65%						40%	56%	57%
Math Lowest 25th Percentile	67%						48%	54%	51%
Science Achievement	33%	54%	53%				32%	52%	51%
Social Studies Achievement	51%	64%	58%				53%	74%	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	2022					
	2019	18%	58%	-40%	54%	-36%
Cohort Comparison						
07	2022					
	2019	20%	56%	-36%	52%	-32%
Cohort Comparison		-18%				
08	2022					
	2019	29%	60%	-31%	56%	-27%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	7%	58%	-51%	55%	-48%
Cohort Comparison						
07	2022					
	2019	21%	53%	-32%	54%	-33%
Cohort Comparison		-7%				
08	2022					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	27%	43%	-16%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	73%	-25%	71%	-23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	34	50	42	39	60	61	27	56			
ELL	21	45	45	27	62	65	21	43	93		
BLK	24	41		29	67		24	50			
HSP	29	49	46	34	64	66	34	51	85		
FRL	28	49	49	34	64	67	32	51	87		
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		

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)	ATSI
OVERALL Federal Index – All Students	49

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
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	49
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?

Proficiency and learning gain rates increased across all accountable categories, as evidenced by the 2022 Florida State Assessment (FSA). ELA proficiency increased by six percentage points (23% in 2021 to 29% in 2022), learning gains increased 13 percentage points (35% in 2021 to 48% in 2022), and learning gains of the lowest 25 percent increased 13 percentage points (35% in 2021 to 48% in 2022). Math proficiency increased by 14 percentage points (20% in 2021 to 34% in 2022), learning gains increased 34 percentage points (31% in 2021 to 65% in 2022), and learning gains of the lowest 25 percent increased 25 percent points (42% in 2021 to 67% in 2022). Based on the Science FCAT assessment, 8th Science proficiency increased ten percentage points (23% in 2021 to 33% in 2022). The Civics EOC achievement data also showed an increase of 16 percentage points in proficiency (35% in 2021 to 51% in 2022). Middle school acceleration data showed an increase of 20 percentage points in proficiency (65% in 2021 to 85% in 2022).

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

As evidenced by the comparison of the 2021 FSA and the 2022 Florida State Assessment (FSA), Reading, Math, and Science proficiency are our greatest needs for improvement. In Reading, proficiency

increased by six percentage points (23% in 2021 to 29% in 2022). In Math, proficiency increased by 14 percentage points (20% in 2021 to 34% in 2021). In Science, proficiency increased 10 percentage points (23% in 2021 to 33% in 2022). However, in these three categories, school proficiency remains below 35 percent.

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 affected our student achievement is the low proficiency of our incoming student population. In 2021, only 14 percent of incoming 6th grade students were proficient in math and 21 percent were proficient in reading. Knowing the achievement levels of incoming students, we will be prepared to address learning gaps. We will focus on increasing proficiency through strategic intensive reading and foundation math classes for students who do not demonstrate proficiency. We also plan to create a targeted intervention plan in Quarter 2 and begin early pull-out intervention for bubble students based on FAST progress monitoring assessments and formative data as push-in support for intensive and foundation classes with our most fragile students.

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

As evidenced by the comparison of the 2021 FSA and the 2022 Florida State Assessment (FSA), learning gains overall and learning gains of the lowest 25 percent in Math, as well as Algebra and Biology data showed the most improvement. Based on the Math FSA (2021 to 2022), learning gains increased 34 percentage points (31% in 2021 to 65% in 2022), and learning gains of the lowest 25 percent increased 25 percentage points (42% in 2021 to 67% in 2022). In the Middle School Accelerated courses, proficiency increased 20 percentage points (65% in 2021 to 85% in 2022).

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

The contributing factors to improvement include targeted interventions, fluency practice in Math, and extended learning opportunities, such as Saturday Academy and after-school tutoring and targeted intervention groupings through pull-in and push-out support. New actions taken, constant dialogue within departments allowing teachers to develop standards-based instruction based on learning needs revealed by data. During 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, we will implement the following strategies: Extended Learning Opportunities, Interventions, Standards-Based Collaborative Planning, Instructional Support/Coaching, Student Engagement, and Student Feedback.

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 will develop and provide professional development sessions focused on incorporating digital tools and technology to increase student engagement and proficiency. The PLST will provide resources for differentiation, scaffolding and remediation, utilize pineapple chart peer observations, continuous surveys and data collection to individualize feedback, provide professional development and materials for extended learning, and next steps. Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Students will be provided extended learning opportunities such as student-led study groups, Saturday Academy, Winter Academy, instructional camps, and STEM-based clubs. Collaborative planning sessions will focus on developing lessons that lead to proficiency for all accountable areas. Administration will attend meetings to ensure the implementation of research based, standard aligned strategies and collaborative digital learning and technology driven instruction.

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 Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Instructional Practice area of focus is student engagement. Based on the 2022 Florida State Assessment (FSA) data, 71 percent of students in grades 6 through 8 were not proficient in Reading. 66 percent of students in grades 6 through 8 were not proficient in Math. Based on qualitative data from walkthroughs conducted by administrators, coaches, and ETO support staff, observations noted excessive teacher-driven instruction and talk, and lack of student interaction. Additionally, only 51 percent of students agreed with the statement "My teachers make learning fun and interesting."
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of technology integration, student-centered learning and interactive environments, students will increase 5% proficiency in Reading, Math and Science by the final 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administration will conduct regular walkthroughs to ensure effective student engagement practices are being implemented. Instructional coaches will assist teachers with lesson plans to ensure instructional strategies to support student engagement.
Person responsible for monitoring outcome:	VaLinda Hayes (189531@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies that will increase student engagement include technology integration and student-centered learning. When students feel their learning is meaningful and fun, proficiency will increase.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Integrating technology will maximize the use of the school's VILS grant and promote critical thinking, problem solving, and the utilization of 21st century resources. Student-centered learning will provide targeted instruction that will support the needs, interests, and backgrounds for our students.

**resources/
criteria used for
selecting this
strategy.**

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.

09/2022-10/2022 (Ongoing) Transformation Coaches will provide Professional Development for teachers on effective implementation of student engagement that are aligned to the school goals based on data. In addition, transformation coaches will conduct coach/teacher collaboration to ensure effect implementation of the strategies. As a result, teachers will develop activities and lessons that will increase student engagement.

Person Responsible	Jackeline Garcia (331297@dadeschools.net)

09/2022-10/2022 (Ongoing) Teachers will develop lesson plans that are inclusive of student engagement activities. As a result, teachers will have student centered, collaborative learning experiences.

Person Responsible	Alissa Bennett (327997@dadeschools.net)

09/2022-10/2022 (Ongoing) Teachers will collaboratively use engagement strategies, that are aligned with small group instruction and targeted standards. As a result, students will be engaged in the activities.

Person Responsible	Jackeline Garcia (331297@dadeschools.net)

09/2022-10/2022 (Ongoing) On a weekly basis, during collaborative planning meetings, teachers will collaborate and share best practices. Teachers will model effective engagement strategies used in their classes aligned to the school wide engagement strategies. As a result, students will be engaged in the lesson.

Person Responsible	Rebecca Rosey (320278@dadeschools.net)

11/2022 - 12/2022 (Ongoing) Teachers will utilize Cold Calling strategies to increase student engagement during whole group instruction. As a result teachers will be able to redirect off task students.

Person Responsible	VaLinda Hayes (189531@dadeschools.net)

11/2022 - 12/2022 (Ongoing) To check for understanding, teachers will use student centered programs ie, Nearpod, Quizziz, and Peardeck. As a result teachers will obtain more formative data.

Person Responsible	Alissa Bennett (327997@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the 2021-2022 teacher climate survey, 82% of teachers strongly agreed that students are deficient in basic academic skills. Based on the 2022 FSA data, 71 percent of students in grades 6 through 8 were not proficient in Reading. Sixty-six percent of students in grades 6 through 8 were not proficient in Math. There is a need to focus on standard aligned instruction specifically through differentiated instruction. Through differentiation, teachers will conduct lessons that will close learning gaps which will move the students towards proficiency, including our English Language Learners.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, the expectation is that students in grades 6 through 8 will increase 5 percentage points in ELA and Math proficiency on the final (Florida's Assessment of Student Thinking) FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 differentiated instruction as well as reviewing assessment data to target instructional lesson planning. 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: Describe the evidence-based strategy being implemented	The evidence-based strategy that will target all of our subgroups will be differentiated instruction. This practice allows for teachers to use student performance data to adjust planning and delivery based on student needs.

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

09/2022-10/2022 (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. As a result, teachers will maximize the framework in order to provide differentiated instruction. Therefore, proficiency will increase.

Person Responsible	Alissa Bennett (327997@dadeschools.net)

09/2022-10/2022 (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. As a result, teachers will delivery lessons during Differentiated Instruction reflecting the instruction needed for the appropriate instructional level, therefore proficiency will increase.

Person Responsible	Jackeline Garcia (331297@dadeschools.net)

09/2022-10/2022 (Ongoing) Transformation Coaches will meet weekly with Administration 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. As a result, teachers will adjust lessons to reflect new data points, thus, proficiency will increase.

Person Responsible	Alissa Bennett (327997@dadeschools.net)

09/2022-10/2022 (Ongoing) Teacher and administration data chats will take place. Teachers must present how they are meeting the needs of students and tracking progress. As a result, teachers will adjust lessons to reflect DI instruction and remediation aligned to data, therefore, proficiency will increase.

Person Responsible	VaLinda Hayes (189531@dadeschools.net)

11/2022 - 12/2022 (ongoing) Core areas data chats will be conducted with students to identify and regroup targeted students and align curriculum resources to meet the needs of students. As a result, teachers will be able to differentiate their instruction.

Person Responsible   Jackeline Garcia (331297@dadeschools.net)

11/2022 - 12/2022 (Ongoing) Teachers will select targeted students for extended learning opportunities. As result students will be provided additional remediation and enrichment opportunities.

Person Responsible   Rebecca Rosey (320278@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on Power BI staff experience in years, 46% of the Citrus Grove Middle School instructional staff have three years or fewer of teaching experience. This indicates a need to increased support for new teachers, by providing ongoing assistance and feedback, from Administration and Transformational Coaches, this will increase new teachers' professional skillset.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By providing teachers with consistent developmental feedback, there will be an increase of 5 percentage points from 76 percent to 81 percent pertaining to the statement "School personnel work together as a team." This will demonstrate that the Administrative and the Leadership teams were able to give corrective feedback to allow teachers the opportunity to improve their professional practices prior to being evaluated.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and Transformational Leadership Teams will measure the area of focus by conducting strategic and frequent check-ins with teachers. Administration will apply an open-door policy for teachers seeking advice, attend department collaborative planning meetings to offer guidance and regularly provide feedback during routine classroom walkthroughs.
Person responsible for monitoring outcome:	VaLinda Hayes (189531@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy to specifically address teacher feedback and walkthroughs is 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected to provide our new teachers with consistent feedback and next steps to contribute to their professional growth.

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.	

09/2022-10/2022 (Ongoing) Administration and Transformational leaders will provide weekly departmental "Glows" and "Grows" that highlight specific instructional practices that excelled expectations (Glow) and instructional practices that require strengthening and development (Grow). As a result, teachers' professional skillset will improve.

Person Responsible	VaLinda Hayes (189531@dadeschools.net)

09/2022-10/2022 (Ongoing) Administration and Transformational Coaches will develop feedback for specific teachers after walkthroughs are conducted to promote growth mindset and provide support in areas of needed development. As a result, administration should see a difference in their instructional delivery.

Person Responsible   Jackeline Garcia (331297@dadeschools.net)

09/2022-10/2022 (Ongoing) Transformational Coaches and Faculty and Staff will create peer to peer walkthrough calendars (Pineapple Charts) to highlight best practices and provide teachers with an opportunity to obtain feedback from peers in an informal manner. As a result, teachers will use strategies obtained from their colleagues.

Person Responsible   Alissa Bennett (327997@dadeschools.net)

09/2022-10/2022 (Ongoing) Administrators will conduct classroom visitations to determine if implementation of instructional frame work and delivery is taking place and will provide follow up feedback to Transformation Coaches and teachers to determine next steps. As a result, proficiency should increase.

Person Responsible   VaLinda Hayes (189531@dadeschools.net)

11/2022-12/2022 (Ongoing) Coaches and administration will use digital classroom forms to provide teacher with immediate specific feedback. As a result teacher will turn key feedback suggestions.

Person Responsible   VaLinda Hayes (189531@dadeschools.net)

11/2022-12/2022 (Ongoing) Based on feedback results and survey. Identified teachers will provide professional development on best instructional practices. As a result teachers will improve their instructional practices.

Person Responsible   Robert Megias (264611@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Morale	
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 Student School Climate Survey feedback, 58% of students did not feel that the adults at the school cared about them as individuals, and only 44% of students agreed that "the overall climate is positive and helps me learn." This data indicates that there is a critical need for rewards, incentives, school spirit, pride, and student voice through positive behavior support.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By successfully implementing an effective PBS system and consistently rewarding and incentivizing Student achievements, our students' morale will increase 10 percentage points in the 2022-2023 Climate survey by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Social Committee and the Activities Director will plan activities around major assessment, and student success'. Staff-Student opportunities will be used to foster a culture of support. Grade Level Team Leaders will survey students to garner ideas on initiatives, incentives, and systems they would like to have implemented in our school. Based on survey responses, teachers and students will volunteer to lead different activities to showcase their leadership skills.
Person responsible for monitoring outcome:	VaLinda Hayes (189531@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The SLT will ensure that students are rewarded and incentivized utilizing a Positive Behavior Support (PBS) system that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).Students will be provided a voice, by building Staff-Student Connections to increase students' sense of belonging at the school. The SLT will provide opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions through various means such as, but not limited to, visibility of staff during arrivals, lunch and dismissal.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	It is imperative that students feel a sense of community with teachers and staff to empower our learners. By implementing the PBS, involving them in the decision-making process (student voice), and providing various opportunities to celebrate their successes, students will be motivated to attend classes and improve in thier academics.

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.

09/2022-10/2022 (Ongoing) The Activities Director and Student Council will create surveys based on PBS initiative to implement preferred activities, incentives and school wide policies. As a result, student attendance should improve.

Person Responsible	Leah Burton (lburton@dadeschools.net)

09/2022-10/2022 (Ongoing) School counselors will collaborate with Grade Level Team leaders during team meetings to brainstorm incentives centered around major student assessments and achievements. As a result, student proficiency will increase.

Person Responsible	Jackeline Garcia (331297@dadeschools.net)

09/2022-10/2022 (Ongoing) Teachers will reward positive student behaviors utilizing the school wide "Golden Ticket" incentives to provide students prizes and gifts utilizing the PBS Store. As a result, classroom behavior should improve.

Person Responsible	Alissa Bennett (327997@dadeschools.net)

09/2022-10/2022 (Ongoing) Faculty and staff will create and host clubs and extra curricular activities that allow staff and students opportunities to connect outside academic and disciplinary contexts. As a result, this should enhance our school culture.

Person Responsible	Rebecca Rosey (320278@dadeschools.net)

11/2022-12/2022 PTSA committee will assist with planning incentives for students. As a result student morale will increase.

Person Responsible	VaLinda Hayes (189531@dadeschools.net)

11/2022-12/2022 EESAC committee will assist with allocation of funds to be utilized for teachers and student rewards and activities. As a result school morale will increase.

Person Responsible	Robert Megias (264611@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 School builds a positive culture and environment through relationships, support, and physical & emotional Connections. Our school creates experiences throughout the year to engage with all stakeholders and ensures they have necessary information to support their students. Students are supported through mentorship and our TALENTS Program. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during formal and informal gatherings. Opportunities will be provided for both staff and students to share ongoing feedback and suggestions to administration and school leaders. Information will be provided to all stakeholder through our bi-weekly newsletter, school website, and social media. We will continue to build our skill-set to ensure our classrooms display student engagement, and foster adequate instructional delivery.

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 Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns by sharing best practices to boost school morale. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches will 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.