
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6091 - Citrus Grove Middle School

FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Emirce Ladaga

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Citrus Grove Middle School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Citrus Grove Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success as well as supplemental materials will support critical literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is driven by data. A strong emphasis will be placed on monitoring the progress of students through a variety of assessments to include teacher developed and interim district assessments which will yield student performance data that will be carefully analyzed and used to individualize instruction.

Citrus Grove Middle School recognizes that good instruction is the foundation needed to foster learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with district offices will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by curriculum specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in professional development activities in order to effectively monitor instruction.

We provide a safe, clean, and well equipped technological environment that is conducive to learning. Our staff is professional, creative, innovative, and supportive of each other and our students. Our mission is to facilitate student learning in the classroom by being consistent, setting high expectations, utilizing data, aligning our goals and objectives, and utilizing research-based initiatives to yield the best possible results. Citrus Grove Middle School strives to provide an academically and technologically challenging environment that will enable students to become confident, self-directed, life-long learners in a rapidly changing world.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, African American students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Economically Disadvantaged students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards Limited English Proficient students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by a twenty-two percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics performance as evidenced by a eighteen percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics performance as evidenced by a twenty-three percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by a twenty-two percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics performance as evidenced by a thirty-eight percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by a thirty-six percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Level 1 students will increase their mathematics performance by nine percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing performance to a 4.0 as evidenced by a one percent increase on the administration of the 2007 FCAT Writing+ test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their science skills as evidenced by a seven percentage point increase to reach the state average of forty-three in Scientific Thinking and an increase of nine percentage point increase to reach the state average of forty-five percent in Physical/Chemical and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Science test.

Given the school-wide emphasis on community and parental involvement, increase parental attendance from the first quarter to the fourth quarter for EESAC meetings.

Given the implementation of a progressive discipline plan, we will achieve a one percent reduction in the number of indoor/outdoor suspensions in the 2006-2007 school year.

Given the results of the System for Technology Accountability and Rigor Survey (STaR), Citrus Grove Middle School will implement a revised technology plan to move from stage one to stage two in teacher access to technology.

Given instruction using the Sunshine State Standards, students in grade six through eight will achieve a ten percent increase in the number of award recipients as measured by the FITNESSGRAM when compared to results of the 2005-2006 administration.

To increase the passing rate of students registered in the Art elective at Citrus Grove Middle School.

Citrus Grove Middle School will improve its ranking on the State of Florida return on investment index publication from the thirty-eighth percentile in 2004-2005 to the thirty-ninth percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot (OPIS) assessment indicated significantly favorable results in all areas with 82% of all responses in agreement. Overall, results for all seven major categories surveyed ranged from 4.0 to 4.3 on a scale ranging from one to five with one being the lowest. The lowest results to be addressed fall under the Process Management Category. The average score for this category was a 4.0. There were two areas which we found an opportunity for improvement within Process Management. The ability to obtain resources in order to carry out job responsibilities was rated a 3.9 by the staff. The processes for completing work was rated a 4.0 by the staff. These areas of need will be addressed throughout the year via discussions through several venues: PTSA, EESAC and faculty meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Citrus Grove Middle School

VISION

Believing that all students can learn, our vision is to challenge students with a rigorous curriculum and enriching experiences in order to encourage life-long learning.

MISSION

Our mission is to increase student literacy in an environment which promotes academic achievement and social responsibility.

CORE VALUES

We seek to instill in students the desire to pursue the highest academic achievement possible while learning the need to put into practice what they have learned in both the local and global communities.

School Demographics

Citrus Grove Middle School, located at 2153 N.W. 3 Street in central Miami-Dade, serves a multi-ethnic and multi-cultural student body and community. Citrus Grove Middle School is home to approximately 1,121 students of all curriculum groups. Standard curriculum students compose approximately 82 percent of the total student body. Exceptional Student Education comprises 18 percent of the population. Currently, there are 99 students identified as Learning Disabled, 42 as Gifted, five as Orthopedically Impaired, 19 Trainable Mentally Handicapped, 1 Emotional Handicapped, 5 Educable Mentally Handicapped, 5 Speech Impaired, 1 hospital bound, 11 with other Health Impaired exceptionalities, and 13 students with Autism.

There are 195 students in the English Speakers of Other Languages (ESOL) program. Within the ESOL population, there are 72 level 1 students, 50 level 2 students, 28 level 3 students, and 45 level 4 students. The ethnic/racial composition of the school is 90 percent Hispanic, 7 percent African-American, 1 percent White Non-Hispanic, and less than 1 percent Asian/other. Ninety percent of the total population is economically disadvantaged and is eligible for free or reduced lunch. The average daily attendance for the 2005-2006 school year was 91.3 percent, and the mobility rate is 31%. Results on the 2006 FCAT indicate that in grades six through eight, 62% of students are scoring below state mastery level in reading and 62% of students are scoring below state mastery level in mathematics.

School Foundation

Leadership:

The survey revealed that Leadership earned a rating of 4.3 on a one to five scale with five being the highest score. An area which we found an opportunity for improvement was the staff's need for encouragement for career advancement. Leadership was one of the three highest rated items on the 2006-2007 Organizational Performance Improvement Snapshot (OPIS) assessment as completed by 90% of the school staff.

District Strategic Planning Alignment:

The survey revealed that staff rated this category at a 4.0. The staff expressed an opportunity for growth with a 3.9 rating to the statement, "My work location asks for my ideas". The survey indicates that employees would like to participate in more collaborative school planning.

Stakeholder Engagement:

The survey revealed the level of satisfaction of its customers received a rating of 4.3. An area where we found an opportunity for improvement is the need for self-reflection amongst school leaders.

Faculty & Staff:

The survey revealed the existence and impact of a team approach to the overall function of the school. The staff survey indicates that there is a team approach to the overall function of the school. On a scale of one to five, at a rating of 4.1, the staff responded that they strongly agree or agree with all items in this section. The staff expressed an opportunity for growth with a 3.9 rating to the statement, "I am recognized for my work".

Data/Information/Knowledge Management:

The survey revealed the average rating for these indicators was 4.4. School leadership utilizes data to monitor the progress of its employees and school functions. Ranked as one of the highest indicators, measurement, analysis, and knowledge management is of extreme importance at Citrus Grove Middle School. The staff expressed an opportunity for growth with a 4.1 rating to the statement, "I ask my customers if they are satisfied or dissatisfied with my work".

Education Design:

The education design that drives Citrus Grove Middle School is the Eight-Step Continuous Improvement Model. Results from data disaggregation will drive the instructional program and its alignment with the Sunshine State Standards. The Eight-step Continuous Improvement Model (CIM) is in place at Citrus Grove Middle School. The CIM will be implemented through the Plan-Do-Check-Act model as follows. (1) Instructional planning. (2) The use of instructional focus calendars and curriculum maps benchmarked based and time-lines. (3) Use of disaggregated data to focus instruction on specific benchmarks and resource allocation. (4) Students with deficiencies will have an individualized academic plan which will be periodically updated and available. (5) Each teacher will use Snapshot to create a class profile with disaggregated data and special needs information (LEP, SWD). (6) Following department

needs assessments, departmental instructional priorities will be established to include research-based academic content for each class to alignment with the Sunshine State Standards. (7) Administrators and teachers will determine, through interim assessments, student deficiencies. Department chairpersons, the literacy council and administration will conduct "test-talks" with students to discuss performance and goals. (8) In-school enrichment activities will ensure that appropriate strategies and interventions are in place. The Continuous Improvement Model is implemented in a systematic basis with on going professional development to assist students and teachers. Implementation of the CIM will be monitored by administration and the leadership and literacy teams to ensure that testing, data analysis, feedback and redirection of instructional practices are in place.

Performance Results:

Percentages from non-academic measures such as indoor/outdoor suspensions, student attendance and parental involvement will be dissected to determine effectiveness of school leadership and program implementation.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to maintain a high-quality instructional staff, all teachers are observed, evaluated, and assisted, using the Instructional Performance Evaluation and Growth System (IPEGS). Annual teachers (three years or fewer teaching experience) are officially observed twice, while Professional Service Contract and Continuing Service Contract teachers are observed once. Furthermore, Citrus Grove Middle School offers staff development workshops and encourages teachers to take part in professional growth opportunities available through the district in order to remain current with trends in the field of education.

• Highly Qualified, Certified Administrators:

Mrs. Emirce Ladaga, Principal

The 2006-2007 school year will mark Emirce Ladaga's thirteenth year in Miami-Dade County Public Schools. She holds a Bachelor's degree in English Education and a Master's in Educational Leadership and is certified in the following areas: English 5-6, English 6-12, and Educational Leadership (K-12). Her teaching career began at John F. Kennedy Middle School as a ninth grade English teacher. During her four years at John F. Kennedy Middle School she served as a Team Leader and coached soccer, was a School Advisory Council member, sponsored the ninth grade class, and was the Language Arts Department Chairperson. In the aforementioned leadership positions she had the opportunity to assist with curricular matters pertaining to reading and writing. During her fifth and sixth years in education, she worked as the magnet lead teacher at Parkway Middle School and gained additional knowledge in the areas of transportation, student recruitment, and Schools of Choice. Her first administrative assignment was at Design and Architecture Senior High (DASH) - a magnet high school. As the only Assistant Principal at DASH, she assisted the Principal in the development and implementation of the School Improvement Plan and supervision of all departments. During her first year at DASH the school's FCAT grade improved from a C to an A and remained as such during her second year there. Her second administrative assignment was at Miami Central Senior High School; a comprehensive high school. During her three years at Miami Central, Mrs. Ladaga was the Assistant Principal for Curriculum, monitored the mathematics, reading, English and science departments, supervised in-school, after school, and Saturday tutorials as well as school-wide testing. This is Mrs. Ladaga's second year as a principal at Citrus Grove Middle - her first Principalship assignment. She has placed great emphasis on the importance of academic achievement, teacher preparation, and professional growth in hopes of positively impacting the performance of all students at Citrus Grove Middle School. FCAT results for last school year indicate an increase in the overall school grade score of 12 points. Her knowledge of data disaggregation and instructional programs makes her a highly qualified administrator with broad experience with increasing student academic achievement.

Mrs. Ivette Marti-Martinez, Assistant Principal for Curriculum

Mrs. Marti has an Educational Specialist degree in Educational Leadership from Nova Southeastern University, A Masters degree in English for Speakers of Other Languages and a Bachelors degree in elementary education from Florida International University. During her ten years of employment with Miami-Dade County Public Schools, she has taught middle school students in reading and various subjects. She has served in various leadership positions including Language Arts Department Chairperson, Team Leader, Reading Leader, and Dean of Students at Lawton Chiles Middle School. During her time as the Language Arts/Reading Department Chairperson at Lawton Chiles Middle, the school grade improved from a B to an A. Mrs. Martinez is a member of the Council for Educational Change, she was the first Region I teacher to implement a Critical Thinking course focusing on transitional skills for 6th grade students. In addition, Mrs. Martinez served as an Administrative Assistant for the Hialeah Adult School program from 2005-2006. Her current responsibilities include being the Principal's designee, master schedule, media center, the School Improvement Plan, curriculum for all departments, Saturday Academy, Curriculum Bulletin, certification, assessing school progress, and certification. Mrs. Martinez is committed to improving the instructional program at

Citrus Grove Middle School through implementation of professional learning communities and emphasis on student achievement.

Dr. Peggy H. Jones, Assistant Principal

Dr. Jones has a Bachelor of Arts from the University of West Florida, a Master of Science from Florida State University, and a Post Graduate degree from Nova Southeastern University, Fort Lauderdale. She has served M-DCPS 28 years and is in her fourth year at Citrus Grove Middle School. She has worked as a Business Education teacher, Media Specialist, and secondary Assistant Principal. As an administrator, she has been instrumental in her leadership at Citrus Grove. During the 2004-2005 school year as the seventh grade administrator, student achievement was evident in the area of mathematics. Specifically for seventh graders, of the 359 students tested, 20 students increased their learning gains by 95%; 270 increased their learning gains by 85% and 19 increased their learning gains by 86%. As a result, seventh grade students made an impact by moving the school from a D to C. In addition, Dr. Jones has also shown her leadership ability in two other secondary schools. William H. Turner Technical Arts High School received numerous awards for its excellence with a two-plus-two plan. Students were able to receive a high school diploma and a certificate in a career track from the academy of their enrollment. Curriculum was the key to the success of students at the school. Of particular note, resources were available for teachers to plan together by departments and provide curricular activities in elective classes to correlate with the core classes. Another school where Dr. Jones was an Assistant Principal, Miami Edison Middle, required focus on all areas of school operation. This low performing school was turned around by the efforts of a solid, highly qualified, and motivated administrative team. The role of this administrator was curriculum and attendance across all grade levels. As a result of strong administrative leadership, a progressive style in promoting continuity this school continues to flourish and increase student achievement.

Mr. Michael H. Gould, Assistant Principal

Mr. Gould has a Bachelor of Science from Nova Southeastern University, a Master of Science from Nova Southeastern university and a Educational Specialist in Educational Leadership. His Teaching career in the United States begins at Oriole Elementary School in Broward County where he taught 4th grade. He then came down to Miami Dade County Public Schools where he has been for the past 10 years. During his ten years tenure, Mr. Gould has worked as a Special Education teacher, team leader, Behavioral Specialist and Exceptional Educational Department Chair at Carol City Middle School. Prior to joining the administrative team at Citrus Grove Middle School, he served as an administrative assistant at Jan Mann Opportunity School, where he was in charge of the educational discipline of the 7th graders, supervision of school security personnel, and custodian. In addition, he worked with the administrative team and staff during the 2005-2006 school year to increase student performance in reading. This prompted Jan Mann Opportunity School to award Mr. Gould for Outstanding Performance for hard work and dedication to the students success on the 2006 FCAT. Currently his administrative duties include Exceptional Student Education and Mathematics departments. Mr Gould is also oversee custodial personnel, security personnel and coordinates the athletics and activities programs. Mr. Gould is committed to make the education of our students paramount.

• Teacher Mentoring:

Early career teachers are part of a mentoring program at Citrus Grove Middle School where each is assigned a mentor, usually department chairpersons or a Professional/Continuing Contract teacher, and an administrator to address their specific needs. This support network is critical for these new hires. The group meets bi-monthly to discuss topics such as best practices, lesson planning, and responsibilities of the new teacher. For the 2006-2007 school year, five new teachers have joined the Citrus Grove Middle School staff. Activities are provided to enhance teachers' knowledge of district and school-site procedures. Additionally, an analysis of FCAT scores and student failure rate has assisted administration in identifying teachers who need additional assistance in facilitating the instructional delivery of information specific to their subject area. Numerous professional learning opportunities on-site will be offered to all faculty and administrators via early release days, these include: using Edusoft and Snapshot for assessment data disaggregation, Professional Learning Communities, and use of Curriculum Pacing Guides. In addition on site professional development for differentiated instruction, student progress monitoring, and Read 180 will occur during scheduled department and team meetings.

• School Advisory Council:

The purpose of the Citrus Grove Middle School Educational Excellence School Advisory Council (EESAC) is to provide suggestions for utilization of financial resources to ensure improved student achievement. One of the ways the council will do this is by preparing and evaluating the School Improvement Plan and school budget as required by Blueprint 2000.

• Extended Learning Opportunities

Students are provided extended learning opportunities that reinforce academic achievement. To ensure that the academic needs of students are being met the assessment data or IEP will identify specific area(s) of deficiency for Math, Reading and/or Science to target during the after school tutoring program via a supplemental service provider. A standards based instructional calendar will be developed and implemented for the after school tutoring program and Saturday Academy. Both programs will use instructional materials and/or software that are research based and address the identified area(s) of need. After school tutoring program provides opportunities for students to have individualized instruction. The Saturday Academy addresses student deficiencies of Sunshine State Standards on the FCAT. Mentoring programs will be established for retained students, via progress monitoring and incentive based initiatives. Targeted students will participate in pull out interventions where students will engage in research based and technology based intervention for phonemic awareness, phonics, fluency, vocabulary and comprehension.

• School Wide Improvement Model

The Eight-step Continuous Improvement Model (CIM) is in place at Citrus Grove Middle School. The CIM will be implemented through the Plan-Do-Check-Act model as follows. (1) A needs assesement via student disaggregated performance data and instructional planning. (2) The use of instructional focus calendars and curriculum maps benchmarked based and time-lined.(3) Use of disaggregated data to focus instruction on specific benchmarks and resource allocation. (4) Students with deficiencies will have an individualized academic plan which will be periodically updated and available. (5) Each teacher will use Snapshot to create a class profile with disaggregated data and special needs information (LEP, SWD). (6) Following department needs assessments, deparmental instructional priorities will be established to include research-based academic content for each class with alignment to the Sunshine State Standards. (7) Administrators and teachers will check through interim assessments student deficiencies. Department chairpersons, literacy council and administration will conduct "test-talks" with students to discuss performance and goals. (8) In-school enrichment activities will ensure that appropriate strategies and interventions are in place. The Continous Improvement Model is implemented in a systematic monitored basis with on going professional development to assist students and teachers. Implementation of the CIM will be monitored by administration and the leadership and literacy teams to ensure that testing, data analysis, feedback and redirection of instructional practices are in place.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

To improve reading skills for all students.

Needs Assessment

The 2006 FCAT Reading scores indicate that thirty-eight percent of students in grades six through eight scored a Level 3 or higher. Sixty percent of students in grade six scored at Levels 1 and 2, and thirty-nine percent met high standards by scoring at Level 3 or higher. Sixth graders scored highest in the Comparisons content cluster, with fifty-five percent correct. The lowest content cluster was Words/Phrases, with forty-five percent correct. FCAT Reading scores for grade seven indicate that sixty-three percent of students in grade seven scored at Levels 1 and 2, and thirty-six percent scored at Levels 3 or higher. Seventh graders scored highest in the Words/Phrases content cluster, with fifty-seven percent correct. The lowest content cluster was Main Idea/Purpose, with fifty-five percent correct. FCAT Reading scores for students in grade eight indicate that sixty-one percent of students scored at Levels 1 and 2 and that thirty-eight percent scored at Level 3 or higher. Eighth graders scored highest in the Comparisons content cluster, with sixty-three percent correct. The lowest content cluster was Reference/Research, with thirty-nine percent correct. An analysis of reading data for grades six through eight indicates that Reference/Research as well as Words/Phrases are the content clusters of greatest deficiency. Analysis of the school's demographics indicate that the following subgroups did not meet adequate yearly progress and are to be addressed in the objectives: Total, African-American, Hispanic, Economically Disadvantaged, Limited English Proficient and Students with Disabilities.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, African American students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Economically Disadvantaged students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards Limited English Proficient students will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading performance as evidenced by fifty-one percent achieving a Level 3 or higher on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer the Diagnostic Assessment of Reading (DAR) to those students not making significant gains on the MAZE probe in order to drive instruction.	Principal, Reading Coaches, Assistant Principal of Curriculum, ST2 Team	8/18/06	5/30/07	District Strategic Plan	\$0.00
Monitor implementation of STAR, FCAT Explorer, and Accelerated Reader in order to drive instruction.	Principal, Reading Coaches, Assistant Principal Curriculum, Media Center Specialist, Reading and Language Arts Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Schedule FCAT Level 1 students reading two grades below in grade six through eight in Intensive Reading Plus classes .	Principal, Reading Coach, Assistant Principal Curriculum	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Enroll all students scoring at FCAT Levels 1 and 2 into an intensive reading course, provide pull-out opportunities focusing on specific student deficiencies, and monitor implementation through interim assessments.	Principal, Reading Coaches, Assistant Principal for Curriculum, Reading Teachers	8/14/06	05/30/07	District-wide literacy plan	\$0.00

Register all students scoring an FCAT Level 1 into Read 180 Intensive Reading Courses, and all FCAT Level 2 will receive instruction with Read XL.	Principal, Assistant Principal of Curriculum, Student Services, Reading Coaches.	8/14/06	5/30/07	District Strategic Plan	\$0.00
Maintain core subject area curriculum maps and use curriculum pacing guides to align the curriculum with the Sunshine State Standards and design instructional activities, assessments, and intervention strategies to be implemented through lesson plans.	Principal, Reading Coaches, Assistant Principal Curriculum, Reading Teachers	8/14/06	5/30/07	District-wide literacy plan	\$5000.00
Develop and implement a school-wide timeline (instructional focus calendar) and monitor teacher implementation of instructional focus calendar.	Principal, Reading Coaches, Assistant Principal Curriculum, Reading Teachers	6/01/06	05/30/07	District-wide literacy plan	\$1000.00
Implement a diagnostic/prescriptive intervention tutorial program during, after school, and on Saturdays to address the specific reading deficiencies of all students desiring additional assistance and provide incentives to encourage attendance.	Principal, Reading Coaches, Assistant Principal Curriculum, Reading Teachers, Language Arts Teachers	9/09/06	03/15/07	District-wide literacy plan	\$5000.00
Administer the MAZE to all FCAT Level 1 and 2 students in reading classes three times during the 2006-07 school year in order to drive instruction.	Principal, Reading Coaches, Assistant Principal Curriculum	9/18/06	5/14/07	District-wide literacy plan	\$0.00

Research-Based Programs

McDougal Littell, Bridges to Literature Textbook, Scholastic Read XL and Read 180

Professional Development

(1) Provide training in the implementation of the Eight-Step Continuous Improvement Model to all teachers. (2) Provide access and training for Web Student Performance Indicator (WSPI) and Snapshot to all teachers and conduct classroom sessions, test-talks, with students to enable them to see individualized data and to set academic goals for the year. (3) Train teachers to align classroom instruction with tested FCAT reading benchmarks, use curriculum pacing guides, and use student achievement data to drive instruction. (4) Continue to train all teachers in the use of Reciprocal Teaching and CReating Independence through Student-owned Strategies (CRISS). (5) Create a Literacy Council to implement and review school-wide literacy initiatives.

Evaluation

Reading logs will be collected every grading period and given a grade, as well as book reports and book summaries. The MAZE will be administered three times during the school year to determine students' reading comprehension and vocabulary. Scholastic Reading Inventory (SRI) will be utilized to determine the students' reading levels. Accelerated Reader, FCAT Explorer, and Read 180 will be utilized as tools to determine students' progress. The district reading interim assessments will be administered through language arts classes to assess each students' level of comprehension. Lastly, all students scoring at achievement Levels 1 and 2 in reading courses will be administered the MAZE and those found to be high risk will be administered the Diagnostic Assessment of Reading (DAR) to determine areas of greatest deficiency.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

To improve mathematics skills for all students.

Needs Assessment

The 2006 FCAT Mathematics scores indicate that thirty-eight percent of students in grades six through eight scored a Level 3 or higher. Sixty-five percent of sixth grade students scored at Levels 1 and 2 and thirty-five percent scored at Level 3 or higher. Sixth graders scored highest in the number sense and data analysis content cluster, with forty-four percent correct. Seventy-five percent of seventh grade students scored at levels 1 and 2 and twenty-five percent scored at Level 3 or higher. Seventh graders scored highest in the Number Sense cluster, with fifty-six percent correct. Seventy percent of eighth grade students scored at Levels 1 and 2 and thirty percent scored at Level 3 or higher. Eighth graders scored highest in the Data Analysis cluster, with fifty percent correct. An assessment of data indicates that sixty-two percent of students in grades 6 through 8 are not performing proficiently in mathematics. Specifically, the needs assessment indicates that while students require intense remediation in all the tested benchmarks, there are opportunities for growth in the following: In the sixth grade, algebraic thinking scored twenty-five percent correct. In seventh grade, measurement scored thirty-three percent correct. In the eighth grade, measurement and geometry scored twenty-five percent correct. Students in grades six through eight need intensive remediation in all areas, with the greatest attention on the following strands (most need to least need): data analysis, algebraic thinking, and measurement. Other identified priorities include: (1) a peer coaching model for classes with intensive needs; (2) a departmental instructional framework that will assist teachers with using the two-hour instructional block effectively and incorporate curriculum initiatives; (3) on-going data conversations among departmental members regarding interim assessments.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by a twenty-two percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics performance as evidenced by a eighteen percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics performance as evidenced by a twenty-three percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by a twenty-two percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics performance as evidenced by a thirty-eight percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by a thirty-six percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Level 1 students will increase their mathematics performance by nine percentage point increase and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish common planning time to maximize instructional effectiveness.	Principal, Mathematics Teachers, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all FCAT Achievement Level 1 students in grades six through eight in intensive mathematics classes.	Principal, Assistant Principal Curriculum	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify potential students to participate in advanced mathematics courses and provide support services to assure student success in such courses.	Principal, Mathematics Chairperson, Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide in-school enrichment opportunities to FCAT Achievement Level 3 or higher students.	Principal, Mathematics Chairperson, Mathematics Teachers, Assistant Principal	1/30/07	5/24/07	District Strategic Plan	\$0.00

Implement a diagnostic/ prescriptive intervention tutorial program during, after school, and on Saturdays to address the student mathematics deficiencies and offer incentives to encourage attendance.	Principal, Assistant Principal for Curriculum, Mathematics Department chairperson, Math Teachers	9/25/06	2/15/07	District Strategic Plan	\$5000.00
Schedule all Level 1 students into an Intensive Math class.	Principal, Assistant Principal for curriculum, student services personnel	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule in-school pull-outs to re-teach skills for students needing additional assistance based on teacher observations and benchmark performance results.	Principal, Mathematics Chairperson, Mathematics Teachers, Assistant Principal Curriculum	10/2/06	2/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Mathematics Applications and Concepts

Professional Development

(1) Provide training for the 8-Step Continuous Improvement Model to all teachers. (2) Provide access and training to the Web Student Performance Indicator (WSPI) and Snapshot to all teachers and conduct classroom sessions with students, test-talks, to enable them to set academic goals for the year. (3) Train teachers to align classroom instruction with tested FCAT Mathematics benchmarks and to use student achievements data to drive the instructional process.

Evaluation

2007 FCAT Mathematics results, interim assessments, student grades, FCAT Explorer reports, Riverdeep reports

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Eighth grade students will increase writing scores on the 2007 FCAT Writing+ test.

Needs Assessment

The 2006 FCAT Writing+ scores revealed that seventy four percent of students scored 3.5 or higher. All other students increased the required improved performance of one percent. Professional development will be provided to all teachers on the writing process and rubric criteria practices and will be expanded across all subjects and grades. Conduct persuasive and expository prompt writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing performance to a 4.0 as evidenced by a one percent increase on the administration of the 2007 FCAT Writing+ test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor student writing through daily journals and prompts.	Principal, All Teachers, Assistant Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Develop diagnostic writing pre- and post-tests for all students in preparation for the FCAT Writing+ using both expository and persuasive prompts.	Principal, Language Arts Teachers, Assistant Principal for Curriculum	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Administer quarterly assessment using Write Traits model.	Principal, Mathematics, Language Arts Teachers, Assistant Principal for Curriculum	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide students practice using graphic organizers to assist with the planning process.	Principal, Language Arts Teachers, Language Arts Chairperson, Assistant Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement research-based writing strategies (i.e. CRISS) and assess across the curriculum to address all subgroups.	Principal, All Teachers, Assistant Principal	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement a diagnostic prescriptive intervention tutorial program during, after school, and on Saturdays to address the reading deficiencies of all students desiring additional assistance and offer incentives to encourage attendance.	Principal, Language Arts Department Chair, Assistant Principal for Curriculum, Language Arts Teachers	1/20/07	2/24/07	District Strategic Plan	\$1000.00

Research-Based Programs

Write Traits.

Professional Development

Rubric grading and "voice" writing workshops for all teachers.

Evaluation

2007 FCAT Writing+ results, School wide writing assessments (pre and post), monthly writing assessments through language art classes.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

To improve science process skills of all students.

Needs Assessment

The 2006 FCAT Science scores indicate that students in grade eight scored nine points below the District average in Physical and Chemical, with thirty-six percent correct. Students scored eight points below the District average in Earth and Space, with forty-six percent correct. Students scored eight points below the District average in Life/Environmental Science, with forty-six percent correct. Students seven points below the District average in Scientific Thinking, with thirty-six percent correct.

An opportunity for improvement exists in all areas and based on this information, the following needs have been prioritized for the 2006-2007 school year: (1) increased professional development opportunities for all science teachers; (2) expansion of enrichment on Saturdays to include science; (3) curriculum maps and guides; and (4) a systematic, interdisciplinary approach to writing instruction among all departments.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their science skills as evidenced by a seven percentage point increase to reach the state average of forty-three in Scientific Thinking and an increase of nine percentage point increase to reach the state average of forty-five percent in Physical/Chemical and scoring Achievement Level 3 or higher on the administration of 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide common planning time for science teachers to facilitate professional development and the sharing of best practices to foster collegial conversations about student performance.	Principal, Assistant Principal, Science Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase the use of computer-based programs to enhance project based activities such as: River Deep and FCAT Explorer.	Principal, Science Teachers, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create departmental instructional framework for utilizing the two-hour block by incorporating CRISS strategies to increasing student comprehension of science content.	Principal, Assistant Principal, Science Department Chairperson, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Administer school-site based interim assessments and analyze data to target all subgroups in need of remediation.	Principal, Assistant Principal, Science Chairperson	8/08/05	5/30/07	District Strategic Plan	\$0.00
Monitor the implementation curriculum maps to align science strands across the curriculum to ensure all Sunshine State Standards and benchmarks are addressed.	Principal, Assistant Principal Curriculum, Science Chairperson	8/14/06	5/30/07	District Strategic Plan	\$2000.00
Conduct laboratory hands-on activities using inquiry-based thinking skills for all science classes in all grade levels.	Principal, Science Chairperson, Science Teachers, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$3000.00
Implement a diagnostic/ prescriptive intervention tutorial program during, on Saturdays to address the reading deficiencies of students in all grade levels desiring additional assistance by offering hands-on laboratory experiences and incentives.	Principal, Science Department Chairperson, Assistant Principal for curriculum, Science Teachers	9/9/06	2/24/07	District Strategic Plan	\$1000.00

Research-Based Programs

Glencoe, Riverdeep

Professional Development

(1) Provide access and training to all science teachers on the Web Student Performance Indicator (WSPI) and data analysis in order to identify student weaknesses and strengths and implement appropriate strategies. (2) Continue to train all teachers in the use of Reciprocal Teaching and CReating Independence through Student owned Strategies (CRISS) for Science. (3) New teachers will be provided mentors. (4) Provide common time for teachers to plan, share best practices, mentor, and develop lessons collaboratively. (5) Teachers of LEP students and Students With Disabilities will attend science meetings, as well as workshops provided by the Division of Mathematics and Science.

Evaluation

Scores of the 2007 FCAT Science Test, School-site based interim assessments

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

To increase parental involvement at Citrus Grove Middle School.

Needs Assessment

During 2005-2006, records indicate that on average four parents were present at EESAC meetings. During the 2006-2007 school year records will show an increase by one parent at EESAC meetings. Citrus Grove Middle School parents are interested in the academic achievement of their children. To maintain this rising trend, efforts are being made to increase parent involvement in the following: (1) EESAC participation; (2) academic and extracurricular programs; (3) workshops for parents to promote a learning environment at home and in the community; (4) networking with the community involvement specialist; and (5) participation in the Parent Academy and the school Parent Resource Center.

Measurable Objective

Given the school-wide emphasis on community and parental involvement, increase parental attendance from the first quarter to the fourth quarter for EESAC meetings.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote PTSA and EESAC meetings to increase parental involvement in school-wide planning.	Principal, EESAC members, PTSA president	8/14/06	5/30/07	District Strategic Plan	\$0.00
Distribute communications in students' home language promoting school-wide activities.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide strategies for parent use to support reading, mathematics, writing, and science through workshops and increase awareness regarding parent outreach opportunities.	Principal, Assistant Principal Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide students with agendas to improve students' organizational and time management skills.	Principal, Assistant Principals	8/14/07	5/30/07	District Strategic Plan	\$0.00
Encourage parents to attend weekly parent conferences to monitor student progress.	All staff, Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide Home Language Bilingual Parent inservices addressing pertinent community concerns and initiatives through the M-DCPS Bilingual Program via monthly Thursday evening meetings.	Principal, Assistant Principal for Curriculum, ESOL department chairperson, ESOL teacher	10/19/06	5/30/07	District Strategic Plan	\$0.00
Provide parents with information and access to feeder pattern Parent Academy workshops.	Principal, Assistant Principals, PTSA president, EESAC president, All staff	9/14/06	5/30/07	District Strategic Plan	\$2000.00
Contact parents daily through (Connect-ED) automated system regarding absences.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

PTSA - National Standards for Parent and Family Involvement Programs

Professional Development

Not Applicable

Evaluation

EESAC and Community Involvement Specialist attendance rosters

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Maintain a safe and an orderly environment to assure student learning is optimal.

Needs Assessment

Assessment of most current available data revealed that the number of students with suspensions was 1,663 indoor suspensions and 638 outdoor suspensions during 2005-2006. Outdoor suspensions totaled 20.7 percent when compared to the Districts' at 15.2 percent. Citrus Grove Middle School will increase the reduction of outdoor suspensions by five percent. The use of effective intervention strategies will create a safe and orderly environment.

Measurable Objective

Given the implementation of a progressive discipline plan, we will achieve a one percent reduction in the number of indoor/outdoor suspensions in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor retained students, via meetings, weekly progress reports and continuous counseling.	Student Services, Grade-level Administrator	8/14/06	5/30/07	District Strategic Plan	\$0.00
Appropriately counsel students who have a high number of indoor/outdoor suspensions.	Principal, Student Services, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement an exclusion policy to assure students serve time in the Student Center for Special Instruction (SCSI) for partial periods as opposed to the whole day.	Principal, Exclusion Committee, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule quarterly meetings with the Administration and Student Services to monitor the number of indoor/outdoor suspensions and review attendance.	Principal, Assistant Principals, Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00
Establish a detention and work detail policy to decrease inappropriate behavior and suspensions.	Principal, Assistant Principals, SCSI Instructor, All Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Assertive Discipline workshops will be conducted for all faculty and staff.

Evaluation

Statistics on indoor and outdoor suspensions via COGNOS will be used to monitor and evaluate progress.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase school-wide use of technology.

Needs Assessment

The Florida STaR (System for Technology Accountability and Rigor) School Profile Survey is composed of four stages with a rating of one being the lowest and four being the highest. Results for our school indicate a stage one of teacher access to technology which is lower than the District average which is stage two.

Measurable Objective

Given the results of the System for Technology Accountability and Rigor Survey (STaR), Citrus Grove Middle School will implement a revised technology plan to move from stage one to stage two in teacher access to technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the availability of computers in the media center.	Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Improve the preparation of beginning teachers in the use of technology.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide open access to all staff in the Media Center for computer use.	Principal, Assistant Principal, Media Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Engage teachers in collaborative planning to include computer based programs to increase student use of technology.	Principal, Assistant Principal Curriculum	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct a needs assessment for the faculty and staff.	Principal, Assistant Principal, Media Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Encourage Media Center visits during the day and after school in order to have access to computers.	Principal, Assistant Principal of Curriculum	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Implement and monitor a daily schedule for language arts and mathematics classes to use the computer lab for FCAT Explorer.	Principal, Assistant Principal Curriculum	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide teachers with workshops on programs such as FCAT Explorer, RiverDeep, Atomic Learning and Accelerated Reader.	Principal, Assistant Principal Curriculum	08/14/06	05/30/07	District Strategic Plan	\$1500.00

Research-Based Programs

Florida STaR (System for Technology Accountability & Rigor)

Professional Development

1. Provide training to all teachers in the effective use of technology within the classroom. 2. Provide inservices for all instructional staff on the electronic gradebook.

Evaluation

Results of the 2007 Florida STaR (System for Technology Accountability & Rigor)

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

To increase opportunities for students to take part in physical fitness activities.

Needs Assessment

During 2005-2006, Citrus Grove Middle School tested twenty-two percent of students in grades six through eight of which fifty-two percent were award winners. These results indicate a need for increased student physical activity. During the 2006-2007 school year sixty-two percent of students registered in Physical Education will meet the standards for the silver or Gold award for the Fitness gram Fitness test. This is an increase of 10% from the previous year's results.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade six through eight will achieve a ten percent increase in the number of award recipients as measured by the FITNESSGRAM when compared to results of the 2005-2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor cafeteria offerings to ensure healthy choices are offered.	Principal, Cafeteria Manager	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop an action plan for school to insure input from the department to meet the goals and objectives as stated.	Elective Department Chairperson, Physical Education Teachers, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the FITNESSGRAM, to administer a pre-test to determine baseline measures.	Physical Education Teachers, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all sixth grade students into Physical Education classes	Assistant Principal for Curriculum, 6th grade counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Workshops offered by the Division of Life Skills.

Evaluation

FITNESSGRAM post-test results will be compared to pre-test.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

To increase the passing rate of students registered in the Art elective at Citrus Grove Middle School.

Needs Assessment

Sixth through eighth grade students at Citrus Grove Middle School scheduled for the Art elective earned a passing final grade at a rate of seventy-three percent for the 2005-2006 school year. A greater focus on Art appreciation and value are necessary components to improve the passing rate of students in Art.

Measurable Objective

To increase the passing rate of students registered in the Art elective at Citrus Grove Middle School.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students in comparing the role of the artist and the use of art in different cultures.	Principal, Assistant Principal, Art teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Provide opportunities for students to critique, describe, analyze, and judge art work both orally and in written form.	Principal, Assistant Principal, Art Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Provide opportunities for students to apply different media, techniques and process in art classes to increase their analytical thinking skills.	Principal, Assistant Principal, Art Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Provide opportunities for students to describe art work as reflective of political, technological, religious and social climates.	Principal, Assistant Principal, Art Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Provide opportunities for students to develop personal art values (originality vs. copying).	Principal, Assistant Principal, Art Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Provided through the Division of Life Skills

Evaluation

Passing rate data will show an increase in student mastery of course content.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Yield the best possible return on investment based on available resources.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004, Citrus Grove Middle School ranked at the thirty-eighth percentile on the State of Florida return on investment index.

Measurable Objective

Citrus Grove Middle School will improve its ranking on the State of Florida return on investment index publication from the thirty-eighth percentile in 2004-2005 to the thirty-ninth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor expenditures of Title I monies.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources by taking advantage of a broader resource base.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities by partnering with community agencies.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor expenditures of the Student Achievement Enhancement Fund.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocations.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The Principal and treasurer will attend Money Matters and Management Academy workshops on financial management.

Evaluation

On the next State of Florida return on investment index publication, Citrus Grove Middle School will show progress toward reaching the thirty-ninth percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC meets on a bi-monthly basis and makes decisions on budgetary matters. All financial proposals are submitted to the EESAC before a vote is conducted. This allows the members to make informed decisions on the nature of expenditures.

Training:

The EESAC recommends training opportunities for members and officers in the areas of consensus decision making, budget and by-laws.

Instructional Materials:

The EESAC collaborates with the Leadership Team and makes recommendations as necessary for the purchase of instructional materials to be utilized by the school.

Technology:

The EESAC places emphasis on the implementation of technology at Citrus Grove Middle School and annually supports many proposals to improve and or replace existing technology.

Staffing:

The EESAC collaborates with the Leadership Team and makes recommendations as necessary for staffing.

Student Support Services:

The EESAC at Citrus Grove Middle School is actively involved in the decision making process for increasing academic achievement.

Other Matters of Resource Allocation:

The EESAC collaborates with the Principal and make recommendations with regards to Student Achievement Enhancement Funds and Title I monies.

Benchmarking:

The EESAC, Leadership Team and the Curriculum Council meet monthly to discuss the on-going implementation of the School Improvement Plan.

School Safety & Discipline:

The EESAC, the Leadership Team, and the Discipline Committee will evaluate the School Improvement Plan objectives on a quarterly basis. The EESAC will make recommendations based on available data and review progress of such objectives.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$11,000.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$6,000.00
Goal 5: Parental Involvement	\$2,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$3,500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$28,500.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent