
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0801 - Citrus Grove Elementary School

FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Gwendolyn Haynes-Evans

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Citrus Grove Elementary School

Citrus Grove Elementary School is located in a low socio-economic community as indicated by ninety-three percent of the students qualifying for free or reduced priced meals. The school is currently serving approximately one thousand eighty-three students in pre-kindergarten through fifth grade. The student population consists of one percent White, two percent Black, ninety-seven percent Hispanic plus zero percent Other. Citrus Grove Elementary School has a school-wide Title I program. Students receiving Limited English Proficient (LEP) services total thirty-two percent of the school's population, and those receiving Exceptional Student Education (ESE) total thirteen percent. Citrus Grove Elementary School offers selected students, in grades one through five, the Academic Excellence Program that focuses on hands-on science, as well as higher order thinking through chess.

After analyzing and reviewing pertinent data such as the School Demographic and Academic Profiles, Florida Comprehensive Assessment Test (FCAT) results, No Child Left Behind Adequate Yearly Progress Report, Stanford Achievement Test (SAT) reports, Curriculum Report Cards, Sunshine State Standards (SSS) benchmarks, and School Improvement Plan (SIP) results from 2004-2005, Citrus Grove Elementary School, in conjunction with its Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a two percentage point increase in the number of students scoring FCAT achievement level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by a ten percentage point increase, from thirty-four percent in 2005 to forty-four percent in 2006.

Given instruction using the Sunshine States Standards, student in grades three through five will increase their mathematics skills as evidenced by two percentage points increase in the number of students scoring FCAT achievement level 3 or higher on the administration of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine States Standards, Limited English Proficient (LEP) students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by a twelve percentage point increase, from thirty-eight percent in 2005 to fifty percent in 2006.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2006 FCAT Writing test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the administration of the 2006 FCAT Science test.

Parents will improve their "school literacy" skills as evidenced by increased participation in school activities when comparing the 2004-2005 and the 2005-2006 Community Involvement Specialist (CIS) data.

The overall objective is to promote and maintain a safe learning environment for our students and staff. This objective can be achieved by developing a plan to reduce the number of outdoor suspensions from 24 (2004-2005) to 20 (2005-2006) as indicated in the school's profile.

Given instructions utilizing National Educational Technology Standards (NETS), ninety of the classroom teachers in grade one through five will visit the Computer Lab or the Library Media Center technology section for 30 minutes on a biweekly basis as evidenced by computer lab logs and schedules.

To increase the percentage of students in grades four and five receiving awards on the Elementary Physical Fitness Test from seventy-six percent to seventy-nine percent.

Given instruction using the National Standards for Visual Arts and the Florida Sunshine State Standards, students in grades two through five will broaden their understanding and cultural literacy as evidenced by their participation in the District's art contests and the school's art club, as well as an evaluation of their art portfolio.

Citrus Grove Elementary School will improve its ranking on the State of Florida ROI index publication from the thirty-seventh percentile in 2003-2004 to the thirty-ninth percentile on the next publication of the index.

Given instruction using the Sunshine State Standards, the percentage of students in grades three through five who scored in the lowest twenty-five percentile (did not make learning gains) will increase from forty-seven percent in 2005 to fifty percent in 2006.

The results of the Organizational Performance Self Assessment Survey completed by the school's employees identified a need for improvement in strategic planning and business results. The school will improve the area of strategic planning by providing more staff members with the opportunity to develop the school's curriculum maps and benchmark calendars. The school will improve the area of business results by meeting with the school's EESAC and Leadership Team to participate in the decision-making as it relates to expenditures in certain areas of the school's finances. The school's budget will be shared with the team.

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 Elementary School

VISION

Citrus Grove Elementary's vision is to create life-long learners whose pursuit of excellence enables them to become positive citizens.

MISSION

Citrus Grove Elementary's mission is to work with the community to provide students with a quality education that focuses on values and academic achievement.

CORE VALUES

Citrus Grove Elementary's mission is to work with the community to provide students with a quality education that focuses on values and academic achievement.

School Demographics

The faculty and staff at Citrus Grove Elementary School believe that all students have the right to learn. We are committed to providing students with a quality education and the opportunity to achieve their highest academic potential. Citrus Grove Elementary School is located at 2121 NW 5 Street in a low socio-economic community . It has been identified as a school-wide Title 1 school based on the ninety-three percent of our students qualifying for free or reduced priced meals. As a Title 1 school, Citrus Grove Elementary School is provided with supplemental funding in an effort to help close the achievement gap between economically disadvantaged students and their peers.

Citrus Grove Elementary School serves approximately one thousand eighty-three students in grades pre-kindergarten through five. Of this population, ninety-seven percent are Hispanic. Three hundred fifty of these students are Limited English Proficient (LEP) and are currently enrolled in our English for Speakers of Other Languages (ESOL) program. One hundred thirty-six of these students participate in the Exceptional Student Education (ESE) program, of which forty-six have been identified as having a specific learning disability and forty-six have been identified as being gifted. The majority of the promoted fifth grade students attend Citrus Grove Middle School, a school serving over one thousand two hundred sixty-one students. The teacher-student ratio at Citrus Grove Elementary is currently one to twenty-six. Approximately ninety percent of the students wear the mandatory school uniform.

The committed faculty and staff are composed of seventy-one full-time members. These members include a principal, two assistant principals, and sixty-eight classroom teachers. Additional instructional support staff include two Reading Coaches, one Mathematics and Science Resource teacher, two Guidance Counselors, six full-time Paraprofessionals, one full-time Computer Lab Specialist, and a Pool Temporary Instructor. Non-instructional staff include four clerical, two part-time security monitors, one food service manager, four full-time custodians, and three part-time custodians. Thirty-nine of the instructional staff members hold a Master's degree, three hold a Specialist's degree, and twenty-six hold a Bachelor's degree. During the 2005-2006 school year, six beginning teachers became members of our staff, one of whom is a Miami Teaching Fellows member. Veteran teachers average twenty-five years of teaching experience. Citrus Grove Elementary receives various itinerant services from a Speech/Language Pathologist, a Staffing Specialist, and a School Psychologist.

Many staff members assume leadership roles as Leadership Team members, Grade Level/Department Chairpersons, Safety Patrol Sponsors, Committee Chairpersons, EESAC officers, New Teacher Mentors, Community Partners Liaison, Youth Fair Liaison, Grant Writers, and PTA Board members. All instructional staff members develop and implement a Professional Development Plan yearly based on student performance data which includes extensive staff development in the areas of the Sunshine State Standards, Technology, Data Analysis, Classroom Management, School Safety, and Family Involvement.

Citrus Grove Elementary has made continuous improvement for three years. In 2003-2004, the school took part in the Sterling Challenge. The examiners visited the school and provided feedback that detailed our school's strengths and opportunities for improvement. During 2003-2004, Citrus Grove Elementary School made Adequate Yearly Progress (AYP) as required by the No Child Left Behind Act.

Citrus Grove Elementary School enjoys and welcomes the support from community-based organizations and local businesses. Their contributions include school supplies, bicycles, and other much needed incentives.

The Educational Excellence School Advisory Council (EESAC) meets bi-monthly to assist in school-based decision making and the development and implementation of the School Improvement Plan (SIP).

Citrus Grove Elementary School provides many school activities that are aimed at encouraging families to take stock in their

child's education. Once a month, parents are involved in the Second Cup of Coffee. In addition, our Parent Resource Center provides various parental information. Workshops are held monthly to assist parents in helping their children in the basic academic areas. The parent section of the 2004 School Climate Survey rates the school as a B.

The students at Citrus Grove Elementary School are involved in many enrichment/after-school activities that include Regis House tutoring, Citizens for a better South Florida, Police Athletic League (PAL), Refugee Assistance Program, YMCA, Chess Team, Art Club, Multicultural Student Exchange, and Strings. Other special activities and events that students participate in include Honor Roll, Student of the Month, Career Day, and Reading Celebrity Day.

Student attendance is a challenge. The principal and the attendance committee meet quarterly to plan, implement, and monitor student attendance activities. The school utilizes LRN automated attendance system to contact parents of students who are absent from school. Additionally, students are provided with classroom cookie/ice cream day, school dances, perfect attendance certificates, and other incentives to promote and improve student attendance.

School Foundation

Leadership:

Staff responses to the survey show that the school's administration is effective in providing direction and it supports encouraging suggestions. It provides opportunities for professional growth.

District Strategic Planning Alignment:

The results indicate that the staff members have knowledge of the school's goals, however, this area is in need of improvement.

Stakeholder Engagement:

The survey reflects the staffs' awareness of the significance of building and maintaining a positive relationship with all stakeholders. They indicate knowledge of important factors that lead to customer satisfaction.

Faculty & Staff:

The responses indicate that the staff recognizes the importance to offer suggestions for improving and enhancing communication between all stakeholders.

Data/Information/Knowledge Management:

Based on the results, the job performance and evaluation of its effectiveness is data driven.

Education Design:

Students are provided extended learning opportunities for academic improvement through before, during, and after school tutorials. This provides intervention processes in the areas of reading, writing, and math skills, as well as, the school's Academic Excellence Program.

Performance Results:

The school will review all data related to student achievement and discipline in order to improve performance results.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 comprehension skills.

Needs Assessment

Results of the 2005 FCAT Reading test indicate that fifty-seven percent of the students tested have met the State required mastery level, sixty-three percent have made annual learning gains, and forty-seven percent of the students scoring in the lowest twenty-five percentile have made annual learning gains. Content wise, Words and Phrases was in the greatest need for improvement.

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 checked="" 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 grades three through five will increase their reading skills as evidenced by a two percentage point increase in the number of students scoring FCAT achievement level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by a ten percentage point increase, from thirty-four percent in 2005 to forty-four percent in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the research- based Houghton Mifflin reading program for one hundred twenty minutes daily in grades kindergarten through five.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Utilize Reading Coaches to provide or facilitate teachers professional development sessions.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Provide in-house tutoring to the lowest twenty-five percent students in grade three during their special area classes provided by resource personnel.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Provide after school tutorial services for LEP and ESE students who scored at achievement levels 1 and 2 on the FCAT in an effort to increase their achievement levels.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Identify the students in all subgroups as delineated in AYP results scoring achievement levels 1 and 2 of the FCAT Reading Test and implement and monitor intervention programs such as, Early Success, SOAR, and Voyager, which target students in grades kindergarten through five.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Conduct a school- wide professional development day to provide teachers with instructional strategies that focus on the Sunshine State Standards.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Promote parental involvement by providing reading workshops that emphasize reading strategies. Notification will be provided in English and in the parents' native language.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06

Research-Based Programs

Core: Houghton Mifflin Reading Program

Intervention: Early Success, SOAR, and Voyager

Professional Development

The Reading Coaches will be utilized to provide or facilitate teachers professional development sessions. Instructional staff will be trained to increase knowledge in the core, research-based Houghton Mifflin reading program. In addition, teachers will be encouraged to participate in Regional Center, district, and state level professional development activities in reading.

Evaluation

The final data for evaluation will be the results of the 2006 FCAT Reading test. Site-developed monthly assessments will be used to monitor progress towards this objective.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2 STATEMENT:

To improve mathematics computation and application skills.

Needs Assessment

Results of the 2005 Mathematics Test indicate that fifty-seven percent of the students tested in grades three through five achieved high standards in mathematics. This number represents an eight percentage points increase from the previous year. The subgroups total fifty-one percent Hispanic fifty-two percent, and Economically Disadvantaged fifty percent. These are each six to eight percentage points above the needed criteria of forty-four percent. The two subgroups with the greatest need of assistance are LEP students with thirty-eight percent and SWD with twenty-seven percent. Although these two are below the needed criteria, all subgroups need improvement. Content wise, Number Sense is the greatest need for improvement.

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

Measurable Objective

Given instruction using the Sunshine States Standards, student in grades three through five will increase their mathematics skills as evidenced by two percentage points increase in the number of students scoring FCAT achievement level 3 or higher on the administration of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine States Standards, Limited English Proficient (LEP) students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by a twelve percentage point increase, from thirty-eight percent in 2005 to fifty percent in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the Sunshine State Standards in mathematics for sixty minutes daily in grades kindergarten through five.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06
Utilize technology programs in grades kindergarten through five to increase computation and application skills.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06
Provide immediate intensive intervention through the after school tutoring for students in grades two through five.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06
Utilize school-based action research via the Instructional Improvement Team to analyze student data and provide on-going monitoring of data.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06
Utilize Title 1 mathematics resource teacher to provide staff development, mentor students and teachers, assist in school-wide planning, model mathematics lessons, assign and monitor existing resources, and conduct individual and small group instruction.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06
Promote parental involvement by providing mathematics workshops that emphasize mathematic strategies. Notification will be provided in English and in the parents' native language.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06
Identify the students in the LEP and SWD	Principal, Assistant Principals, Math	08/08/05	05/24/06

subgroups scoring at achievement level 1 and 2 on the FCAT Mathematics Test as delineated in the AYP disaggregated data, and implement and monitor a tutorial program to address their deficiencies.	Resource Teacher, Teachers		
Develop and implement motivational hands-on grade level projects to include: "Wonderful Wednesday" tutorials, "Mathematics Strand Assemblies", and "M3 – My Motivational Mathematics" centers to target specific content areas and student needs. Number Sense and Mathematics vocabulary will be highlighted.	Principal, Assistant Principals, Math Resource Teacher, Teachers	08/08/05	05/24/06

Research-Based Programs

Core: The Harcourt Mathematics 2004 series is the research-based program that will be used to implement this objective.

Supplemental: Riverdeep and the Urbanic Systemic, Program/National Science Foundation (USP/NSF) will be a resource to collect, analyze, and use data to drive instruction.

Professional Development

School-wide Professional Development activities will address inservice needs requested by the staff. Specific mathematics strand target activities will be addressed via the Instructional Improvement Team. Instructional staff will be trained to become familiar with the Edusoft program. In addition, teachers will be encouraged to participate in Regional Center, district, and state level professional development in mathematics.

Evaluation

The final data for evaluation will be the results of the 2006 FCAT Mathematics Test. District assessments will be administered as directed. Monthly grade level assessments will be used to monitor the progress towards this objective.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 3 STATEMENT:

Citrus Grove Elementary will increase the number of students meeting high standards in Writing.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that seventy-one percent of the students tested met high standards. Students scoring at achievement levels 1 and 2 on the District provided expository and narrative writing pre-test will be provided classroom instruction by the grade four teachers to improve writing scores by one percentage point. Staff development will be provided to enhance instruction for the purpose of increasing student achievement throughout grades one through five.

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 four will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2006 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a school-wide Professional Development Day to provide teachers with instructional strategies that focus on the Sunshine State Standards.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Provide workshops in multilingual formats for all parents of students in grades two through five focusing on the Sunshine State Standards.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Provide and monitor remedial assistance focusing on the Sunshine State Standards to ESE students in grade four who have not met the mandatory state writing requirements.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Provide and monitor the progress of monthly writing prompts for both narrative and expository writing for students in grades one through five.	Principal, Assistant Principal, Reading Coaches, Teachers	08/08/05	05/24/06
Utilize Reading Coaches to mentor and model lessons for teachers and provide workshops utilizing the existing resources that focus on strategies addressing the writing deficiencies of students in grades three through five.	Principal, Assistant Principals, Reading Coaches, Teachers	08/08/05	05/24/06
Identify LEP students with a rubric score of 1 and 2 on the District writing pre-test in grade four and offer tutorial services to assist in the enhancement of their writing skills.	Principal, Assistant Principal, Reading Coaches, Teachers	08/08/05	05/24/06

Research-Based Programs

Core: Houghton Mifflin Comprehensive research-based reading plan.

Professional Development

Citrus Grove Elementary will provide teachers in grades kindergarten through five with writing workshops developed by the Reading Coaches. In addition, teachers will be encouraged to participate in Regional Center, district, and state level professional development in writing.

Evaluation

The final data for evaluation will be the results of the 2006 FCAT Writing test. Data gathered from the monthly writing prompts will be used to monitor the progress towards this objective.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:

To improve student performance on science skills.

Needs Assessment

Scores on the 2006 FCAT Science test indicate that the mean scale score for grade five students is two hundred sixty-two. The District's mean scale score is two hundred eighty-six, a difference of twenty-four mean scale score points. Staff development will be provided to enhance instruction for the purpose of increasing student achievement. Content wise, scientific thinking is the strand in greatest need of improvement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the administration of the 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide workshops in multilingual format for the parents focusing on the Sunshine State Standards.	Principal, Assistant Principals, Science Resource Teacher, Teachers	08/08/05	05/24/06
Provide students with opportunities to engage in technology-based activities that reinforce the Sunshine State Standards.	Principal, Assistant Principals, Science Resource Teacher, Teachers	08/08/05	05/24/06
Utilize the District curriculum support specialist and the science resource teacher to provide mentoring for teachers and model lesson using all existing resources.	Principal, Assistant Principals, Science Resource Teacher, Teachers	08/08/05	05/24/06
Infuse the science curriculum with hands-on activities and guest presentations.	Principal, Assistant Principals, Science Resource Teacher, Teachers	08/08/05	05/24/06
Conduct a school-wide Professional Development Day to provide teachers with instructional strategies that focus on the Sunshine State Standards.	Principal, Assistant Principals, Science Resource Teacher, Teachers	08/08/05	05/24/06
Identify content area deficiencies as determined by the 2005 FCAT Science Test results and implement and monitor instructional strategies targeting those areas via the instructional improvement team.	Principal, Assistant Principals, Science Resource Teacher, Teachers	08/08/05	05/24/06

Research-Based Programs

Core: Scott Foresman Science Series will be used to address this objective.

Supplemental: FOSS Kit and Urbanic Systemic Programs. Riverdeep.

Professional Development

The Instructional Improvement Team will meet with all grade five teachers to provide training on using data to drive instruction. The Instructional Team will also provide workshops integrating mathematics and science during our annual Professional Day. The instructional staff will be trained to become familiar with the Edusoft program. In addition, teachers will be encouraged to participate in Regional Center, district, and state level professional development in science.

Evaluation

The final data for evaluation will be the results of the 2006 FCAT Science Test.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

To improve school literacy.

Needs Assessment

Parents at Citrus Grove Elementary School primarily speak Spanish. They are supportive and want to help their children succeed in school, but many of them lack school literacy. The term "school literacy" can be described as the understanding of the educational system and how to help their children with school work. Less than eleven percent of the parents participated in school-related workshops during the 2004-2005 school year. The parent section on the School Climate Survey rates the school as a "B" school. Parents need to learn more about the educational and testing programs, as they are different from those in which they were educated. Parents also need to understand the importance of being able to assist their children at home in order help them become academically successful. Proficiency in the English language will greatly improve their ability to work with their child and within the educational system.

Measurable Objective

Parents will improve their "school literacy" skills as evidenced by increased participation in school activities when comparing the 2004-2005 and the 2005-2006 Community Involvement Specialist (CIS) data.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with Good News calls from teachers and CIS to inform them of their child's progress.	Principal, Assistant Principals, Community Involvement Specialist, Teachers	08/08/05	05/24/06
Facilitate Family literacy classes that will be provided to parents on our campus twice a week by Miami-Dade College.	Principal, Assistant Principals, Community Involvement Specialist	08/08/05	05/24/06
Provide workshops on test-taking skills that will include hands-on activities during each quarter.	Principal, Assistant Principals, Community Involvement Specialist	08/08/05	05/24/06
Provide parents with books, tapes, and other resources that can be checked-out for home use.	Principal, Assistant Principals, Community Involvement Specialist	08/08/05	05/24/06
Print and distribute informational literature to parents in English and Spanish.	Principal, Assistant Principals, Community Involvement Specialist	08/08/05	05/24/06
Provide parents with multilingual activities that they can use at home to assist their children.	Principal, Assistant Principals, Community Involvement Specialist	08/08/05	05/24/06
Utilize the District's Parent Academy to help parents become full partners in their children's education.	Principal, Assistant Principals, Community Involvement Specialist	08/08/05	05/24/06

Research-Based Programs

Core: National Standards for Parents and Family Involvement

Programs by the National PTA.

The Continuous Improvement Model.

Professional Development

There is a number of different activities that are offered by the school and the District to enable parents to become more school literate. At the school level, parents are encouraged to participate in test-taking workshops provided by the resource staff: Open House, Math Night, Family Literacy Night, etc. The District has implemented the Parent Academy, a year-round initiative of Miami-Dade County Public Schools to help parents become full partners in their children's education.

Evaluation

The final data for evaluation will be a comparison of the parent involvement data from 2004-2005 to 2005-2006. In addition, information will be gathered from the School Climate Survey and the monthly Community Involvement Specialist's reports.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 6 STATEMENT:

To promote and maintain a safe learning environment for students, staff, and all stakeholders.

Needs Assessment

Learning is built upon a strong foundation of discipline and safety. In order to promote and maintain a safe learning environment, we have established a school-wide discipline/safety plan based on the procedures outlined in the Promoting and Maintaining A Safe Learning Environment handbook and the Student Code of Conduct.

The School Climate Survey rates the school as a B. Therefore, the development of this discipline/safety plan is a way to establish consistency in the way in which violations to the plan are handled.

In an effort to prepare our students and staff for emergencies, we conduct at least eleven emergency/fire drills and two lock-down drills throughout the school year.

Measurable Objective

The overall objective is to promote and maintain a safe learning environment for our students and staff. This objective can be achieved by developing a plan to reduce the number of outdoor suspensions from 24 (2004-2005) to 20 (2005-2006) as indicated in the school's profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Student Services department to support the academic, career, and social/personal development of our students.	Principal, Assistant Principals, Counselors, Teachers	08/08/05	05/24/06
Perform at least two lock-down drills.	Principal, Assistant Principals	08/08/05	05/24/06
Conduct at least eleven emergency/fire drills.	Principal, Assistant Principals	08/08/05	05/24/06
Utilize the Procedures for Promoting and Maintaining a Safe Learning Environment to assist the school in developing techniques to create an orderly and productive learning environment.	Principal, Assistant Principals, Teachers	08/08/05	05/24/06
Develop a school-wide discipline/safety plan to address violations to the Student Code of Conduct.	Principal, Assistant Principals, Teachers	08/08/05	05/24/06
Utilize the Student Code of Conduct to develop preventive measures for teachers and administrators to create a safe, positive environment.	Principal, Assistant Principals, Teachers	08/08/05	05/24/06
Make copies of the Student Code of Conduct available for parents and students so that they are knowledgeable of the rights and responsibilities	Principal, Assistant Principals, Teachers	08/08/05	05/24/06

Research-Based Programs

None applicable.

Professional Development

The entire faculty and staff are involved in the development of the discipline/safety plan. A copy of the discipline/safety has been distributed to all teachers. In addition, the administrators, the student services department, the teachers, and the parents work collaboratively with the School Support Team to address student achievement and behavioral issues.

Evaluation

The final data for evaluation will be the results of the 2005-2006 School Climate Survey. The number of students suspended during the 2005-2006 school year will be reviewed based on the data collected in the District and Schools Profiles for the 2005-2006 school year.

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 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 7 STATEMENT:

To infuse technology across the curriculum in an effort to improve student achievement and their technological skills.

Needs Assessment

In an effort to ensure that all students are given the opportunity to access technology-based programs, each classroom is equipped with at least two computer stations. In addition, we have a school-wide computer lab and a Library Media Center that are equipped with student stations and academic software. In 2004-2005, an average of four hundred-fifteen students visited the media center per week. During the 2005-2006 school year, Citrus Grove Elementary will increase the number of students who visit the Library Media Center to four hundred-fifty.

Measurable Objective

Given instructions utilizing National Educational Technology Standards (NETS), ninety of the classroom teachers in grade one through five will visit the Computer Lab or the Library Media Center technology section for 30 minutes on a biweekly basis as evidenced by computer lab logs and schedules.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Involve all students with interactive technology-based activities to improve the writing process.	Principal, Assistant Principals, Computer Lab Specialist, Library Media Specialist, Microsystems Technician, Teachers	08/08/05	05/24/06
Utilize various technology programs and assessment software to enhance the Language Arts/Reading curriculum for students in grades one through five.	Principal, Assistant Principals, Computer Lab Specialist, Library Media Specialist, Microsystems Technician, Teachers	08/08/05	05/24/06
Utilize interactive technology programs to increase mathematics computation and application skills in grades three through five.	Principal, Assistant Principals, Computer Lab Specialist, Library Media , Microsystems Technician, Teachers	08/08/05	05/24/06

Research-Based Programs

Riverdeep
COMPASS Learning
Learning Today

Professional Development

Teachers are provided with professional development from the Microsystems Technician, Library Media Specialist, and the Computer Lab Specialist at the school site. In addition, teachers are encouraged to participate in Regional Center, district, and state level professional development activities that are related to technology.

Evaluation

This objective will be evaluated utilizing the computer lab logs and schedules.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 improve student physical fitness and cooperative learning skills.

Needs Assessment

Seventy-six percent of the students tested in grades four and five were award winners on the 2004-2005 Elementary Physical Fitness Test.

Measurable Objective

To increase the percentage of students in grades four and five receiving awards on the Elementary Physical Fitness Test from seventy-six percent to seventy-nine percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse reading, writing, mathematics, and science into the Physical Education curriculum.	Physical Education Teachers	08/08/05	05/24/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity training.	Principal, Assistant Principals	08/08/05	05/24/06
Ensure that the appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principals, Physical Education Teachers	08/08/05	05/24/06
Utilize the Elementary Physical Education FCAT Manual to develop classroom and home learning assignments.	Physical Education Teachers	08/08/05	05/24/06
Utilize the FITNESSGRAM and administer a pre-test to determine baseline measures. Compare pre and post-test data to measure student improvement.	Physical Education teachers	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

The Physical Education teachers will be encouraged to participate in Regional Center, district, and state level professional development as it relates to Physical Education. The Physical Education teachers will also use the Elementary Physical Education FCAT Manual produced by the Division of Life Skills and Special Projects to develop classroom and home learning assignments.

Evaluation

The final data for evaluation will be the results of the 2005-2006 Physical Fitness 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:

To improve students' cultural literacy through the support of Art Education.

Needs Assessment

Visual Arts is essential to the overall academic and personal development of children. Students should be encouraged to participate in interdisciplinary activities, such as museum visits and cultural field trips to deepen their understanding of Art Education. The Art Education program uses a curriculum that focuses on National Standards for Visual Arts and Florida's Sunshine State Standards which include the following four components:

1. Aesthetic and Critical Inquiry
2. Cultural and Historical Context
3. Studio Skills
4. Personal Development

Measurable Objective

Given instruction using the National Standards for Visual Arts and the Florida Sunshine State Standards, students in grades two through five will broaden their understanding and cultural literacy as evidenced by their participation in the District's art contests and the school's art club, as well as an evaluation of their art portfolio.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with cultural experiences via field trips and special projects.	Principal, Assistant Principals, Art Teachers,	08/08/05	05/24/06
Implement an Art Club to allow students to sharpen their artistic creativity.	Principal, Assistant Principals, Art Teachers	08/08/05	05/24/06
Promote student participation in Miami-Dade County Public Schools art contests.	Principal, Assistant Principals, Art Teachers	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

The Art teachers will be encouraged to participate in Regional Center, district, and state level professional development activities as they relate to art.

Evaluation

The final data for evaluation will be the number of students who join the newly formed Art Club. In addition, the number of students who enter and/or win the District's art contests will be evaluated. Students will create and maintain an art portfolio that will include at least five pieces of original art work and at least four artist biographies.

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.)

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

GOAL 10 STATEMENT:

Citrus Grove Elementary School will improve its ranking on the Return On Investment (ROI) index value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that during the 2003-2004 school year, Citrus Grove Elementary School ranked at the thirty-seventh percentile on the State of Florida ROI index.

Measurable Objective

Citrus Grove Elementary School will improve its ranking on the State of Florida ROI index publication from the thirty-seventh percentile in 2003-2004 to the thirty-ninth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	08/08/05	05/24/06
Collaborate with the District on resource allocation.	Principal, Assistant Principals	08/08/05	05/24/06
Consider shared use of facilities and partnering with community agencies.	Principal, Assistant Principals	08/08/05	05/24/06

Research-Based Programs

None applicable.

Professional Development

None applicable.

Evaluation

On the next State of Florida ROI index publication, Citrus Grove Elementary will show progress towards reaching the forty-second 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 Educational Excellence Advisory Council (EESAC) recommends that funds be allocated to maintain the closed-circuit television program. In addition, they will fund necessary resources to provide a Professional Day for all staff members.

Training:

The EESAC recommends staff development in the areas of reading, writing, science, and technology instruction. The ESSAC also recommends that all paraprofessional and special subject area teachers receive inservice in the area of reading. Parents will also be trained on how to help their child study through the use of the internet.

Instructional Materials:

EESAC recommends additional funds for the Media Center for use with matching funds and approves the purchase of various school materials.

Technology:

The EESAC recommends technology inservices for teachers, paraprofessionasls, and parents, as appropriate.

Staffing:

The EESAC recommends the use of Title I staff to reduce class size. In addition, they recommend the hiring of part-time paraprofessionals to assist with remediation skills in kindergarten through third grade.

Student Support Services:

The EESAC recommends the use of a reading intervention program that targets students who scored in the lowest twenty-fifth percentile. In addition, this program will also help build students' self esteem.

Other Matters of Resource Allocation:

The EESAC recommends that funds be allocated to support a school- wide professional development day.

Benchmarking:

The EESAC recommends the use of the District-developed FCAT pre-, progress, and post-tests to monitor student progress and monthly monitoring of the new Houghton Mifflin Reading program. The EEsac also recommends the use of informal and formal monthly assessment.

School Safety & Discipline:

The EESAC recommends the use of monies to maintain two part-time security monitors to address safety issues. The ESSAC also supports the continuation of the staff identification program.

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