
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6091 - Citrus Grove Middle School

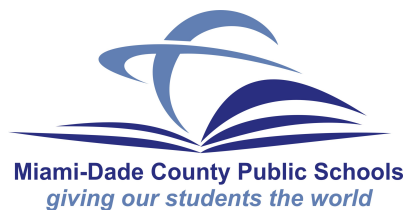
FeederPattern: Miami Senior

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 and 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 bi-weekly and quarterly 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 an eighteen percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirement of forty-four percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by a thirteen percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by a nineteen percentage point increase in the percent of student scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instruction using Sunshine State Standards, Economically Disadvantaged students will improve

their reading skills as evidenced by a nineteen percentage point increase in the percent of scoring FCAT Achievement Level 3 or higher to attain the No Child left Behind requirement of forty-four percent of students meeting state mastery level.

Given instruction using Sunshine State Standards Limited English Proficient students will improve their reading skills as evidenced by a thirty-six percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instructions using the Sunshine State Standards, Students with Disabilities will improve their reading skill as evidenced by twenty-eight percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics performance as evidenced by a twenty percentage point increase in the number of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the FCAT to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics performance as evidenced by a seventeen percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics performance as evidenced by a twenty-one percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by a twenty-one percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics performance as evidenced by a thirty-four percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the No Child Left Behind (NCLB) requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by a thirt-five percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the No Child Left Behind (NCLB) requirements of fifty percent students meeting state mastery level.

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing performance as evidenced by a one percent increase on the 2006 FCAT Writing test.

Given instruction using the Sunshine State Standards, students in eighth grade will demonstrate an increase in their knowledge of science skills as evidenced by meeting or exceeding the Districts' mean scale score.

Given the school-wide emphasis on community and parental involvement, increase the schools' declining parental attendance from the first quarter to the fourth quarter.

Given the implementation of a progressive discipline plan, a one percent reduction in the number of indoor/outdoor suspensions in the 2005-2006 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. Through the implementation process of the technology plan, student access to technology will also move from stage one to stage two.

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

Increase enrollment in all elective courses by a one percent when compared to the previous school year.

Citrus Grove Middle School will improve its ranking on the State of Florida return on investment index publication from the seventeenth percentile in 2003 to the eighteenth percentile on the next publication of the index.

The Organizational Performance Improvement Snapshot Assessment Survey indicates that the two areas to be addressed are Process Management and Business Results. In the area of Process Management staff indicated that they need more resources to do their job. This item (6A) was rated at a 3.8 on a scale of one to five. In addition, the lowest rated item (7C) indicated that staff needs additional information on how well Citrus Grove Middle School is doing financially. These areas of need will be addressed throughout the year via discussion in several means; 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 1,250 students of all curriculum groups. Standard curriculum students compose approximately 68 percent of the total student body. Exceptional Student Education comprises 16 percent of the population. Currently, there are 91 students identified as Learning Disabled, 55 as Gifted, six as Orthopedically Impaired, 21 Trainable Mentally Handicapped, 4 Emotional Handicapped, six Educable Mentally Handicapped, 2 Speech Impaired, 1 Language Impaired, 1 Deaf or Hard of Hearing, 9 with other Health Impaired exceptionalities, and 10 students with Autism.

There are 209 students in the English Speakers of Other Languages Program (ESOL). Within the ESOL population there are 83 Level one students, 48 Level two students, 27 Level three students, and 51 Level four students. The ethnic/ racial composition of the school is 88 percent Hispanic, 9 percent African-American, fewer than 2 percent White Non-Hispanic, and fewer than 1 percent Asian / other. Eighty-five percent of the total population is economically disadvantaged and is eligible for free or reduced lunch. The average daily attendance is 91.93 percent, and the mobility rate is 31 in the most current available data. Results on the 2005 FCAT indicate that in grades six through eight, 78 percent of students are scoring below state mastery level in reading and 72 percent of students are scoring below state mastery level in mathematics. Our students have tremendous potential as they increased the total school score by 42 points on the Governor's A+ Plan and thereby raised the school grade from a D to a C.

School Foundation

Leadership:

This section will address issues that relate to how the leadership sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school. The survey results yielded a positive score of 4.3 on a one to five scale. Leadership was the second highest rated item in the District survey.

District Strategic Planning Alignment:

This section will analyze the goals and objectives of the school and the involvement of its employees in the development of said goals. Staff indicated the lowest recorded item in this section, question (2a), at a rating of 3.8 on a scale of one to five.

Stakeholder Engagement:

This section will address the level of satisfaction of its customers. This section scored overall a rating of 4.3 on a scale of one to five. Ninety-nine percent of the staff responses indicated "I know who my most important customers are," at rating of 4.5 on the scale from one to five.

Faculty & Staff:

This section will analyze 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 analyzed in this section.

Teacher Mentoring Programs: Citrus Grove Middle School has a beginning teacher program that meets bi-monthly to provide a support network to new teachers. In addition, Department Chairpersons are active participants in the decision-making process involving curriculum and school processes.

Data/Information/Knowledge Management:

This section will review the knowledge and ability to utilize data to monitor the progress of its employees and school functions. The average rating for these indicators is of 4.4 on a scale of one to five. Ranked as the highest indicator, measurement, analysis, and knowledge management is of extreme importance at Citrus Grove Middle School. The leadership team, as well as instructional personnel, is involved in data orientation processes and is encouraged to use data to drive instruction in the classroom.

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.

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, if requested and/or deemed necessary, annually using the Professional Assessment and Comprehensive Evaluation System (PACES); annual teachers (three years or fewer teaching experience) are 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:

Emirce Ladaga, Principal

The 2005-2006 school year will mark Emirce Ladaga's twelfth 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. 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 first year as a principal, and 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. Her knowledge of data disaggregation and instructional programs makes her a highly qualified administrator with broad experience with increasing student academic achievement.

Evonne S. Alvarez, Assistant Principal for Curriculum

Ms. Alvarez has a Bachelor of Arts degree from the University of Maryland, College Park, and a Master of Science degree from Nova Southeastern University, Fort Lauderdale. During her ten years of employment with Miami-Dade County Public Schools, she has taught middle and high school students reading and various subjects within the social sciences. Her licensure includes: History 6-12, Social Science 6-12, and Educational Leadership, all levels. She has served in various leadership positions, including grade level team leader at Allapattah Middle School, Dean of Students at Coral Gables Senior High School, Temporary Assistant Principal at Kinloch Park Middle School, and later as an Assistant Principal for Curriculum at Coral Gables Senior High School. As a high school Assistant Principal her responsibilities included master schedule, student services, the School Improvement Plan, curriculum for all departments, instructional materials, EESAC, PTSA, personnel, certification, school-wide testing for all programs, extended learning opportunities, the ESOL program, the International Baccalaureate Program and the Advanced Placement Program. During her two and a half years at Coral Gables Senior High School, the school's FCAT grade remained a C, yet increased forty points overall, remaining only six points from a B. Ms. Alvarez' knowledge of diverse academic programs and her emphasis on data driven instruction make her a highly qualified administrator. Ms. Alvarez is

committed to improving the instructional program at Citrus Grove Middle School.

Frank Farray, Assistant Principal

Mr. Farray has a Bachelor of Science from the University of Southern California and a Master of Science degree from Nova Southeastern University, Fort Lauderdale. During his eighteen year tenure, Mr. Farray has worked as a mathematics teacher, team leader, activities director, assistant principal, and principal at Doral Academy High School. This year marks his second year at Citrus Grove Middle School as an administrator. Prior to joining the administrative team at Citrus Grove Middle School, he served as an administrator at Miami Senior High School for five years where he accomplished the following: increased attendance from 25th to third in the county, received the Council for Exceptional Children Administrator of the Year Award, and helped to improve test scores as well as improve discipline. His experience at Doral Academy as principal helped him to improve the letter grade of the school from a C to an A. While at Citrus Grove Middle School he has collaborated with the staff to improve the school's discipline and attendance and implemented the school-wide uniform policy. In addition, he worked with the administrative team and staff during the 2004 – 2005 to increase student performance in reading. Mr. Farray is a member of the PTSA and works closely with members to help raise funds by participating in their activities. Currently he is in charge of the ESE and Electives departments. Mr. Farray oversees the athletics and activities programs and coordinates the activities calendar. Mr. Farray is committed to making sure that all students are engaged in learning at all times.

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. After serving 28 years in the field of education, Dr. Jones 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 tract 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 curricula activities in elective classes to correlate with the core classes. The second school required focus on all areas of school operation for a gravely dysfunctional school (Miami Edison Middle). 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 in the curriculum through best practices, this school flourished from and "F" to a "C" with the Governor's A+ Plan.

• Teacher Mentoring:

Beginning 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, administrative issues, lesson planning, and responsibilities of the new teacher. For the 2005-2006 school year, eight new teachers have joined the Citrus Grove Middle School staff. Activities are provided to enhance teachers' knowledge of district and school-site procedures. Additionally, new teachers are encouraged to participate in district level trainings to further support professional development.

• 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. The 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.

• School Wide Improvement Model

The Eight-step Continuous Improvement Model is in place at Citrus Grove Middle School.

- 1. Data Disaggregating
- 2. Focus Calendar
- 3. Instructional Activities
- 4. Assessment
- 5. Tutorials
- 6. Enrichment
- 7. Maintenance
- 8. Monitoring

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 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 1 STATEMENT:

To improve reading skills for all students.

Needs Assessment

The 2005 FCAT Reading scores indicate that seventy-one percent of students in grade six scored at Levels 1 and 2. Twenty-nine percent of students in grade six met high standards by scoring at Level 3 or above. FCAT Reading scores for grade seven indicate that seventy-eight percent of students in grade seven scored at Levels 1 and 2. Twenty-two percent of students scored at Levels 3 or above. FCAT Reading scores for students in grade eight indicate that seventy-nine percent of students scored at Levels 1 and 2. Twenty-one percent of students scored at Level 3 or above. An analysis of reading data for grades six, seven, and eight indicates that Reference/Research as well as Comparisons 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	GRADUATION 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 checked="" type="checkbox"/>	<input checked="" 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 an eighteen percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirement of forty-four percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by a thirteen percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by a nineteen percentage point increase in the percent of student scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instruction using Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by a nineteen percentage point increase in the percent of scoring FCAT Achievement Level 3 or higher to attain the No Child left Behind requirement of forty-four percent of students meeting state mastery level.

Given instruction using Sunshine State Standards Limited English Proficient students will improve their reading skills as evidenced by a thirty-six percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Given instructions using the Sunshine State Standards, Students with Disabilities will improve their reading skill as evidenced by twenty-eight percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher to attain the No Child Left Behind requirements of forty-four percent of students meeting state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll all students scoring at FCAT Level 1 into an intensive reading course, provide pull out opportunities focusing on specific student deficiencies, and monitor implementation through quarterly exams.	Principal, Reading Coach, Assistant Principal for Curriculum, Reading Teachers	08/08/05	05/24/06
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	Reading Coach, Assistant Principal Curriculum, Reading Teachers, Language Arts Teachers	10/01/05	03/15/06

incentives to encourage attendance.			
Develop and implement a school-wide timeline (instructional focus calendar) and monitor implementation through lesson plans, monthly assessments, and district-developed quarterly assessments.	Principal, Reading Coach, Assistant Principal Curriculum, Reading Teachers	08/08/05	05/24/06
Monitor implementation of STAR, FCAT Explorer, and Accelerated Reader.	Principal, Reading Coach, Assistant Principal Curriculum, Reading and Language Arts Teachers	08/08/05	05/24/06
Administer the Gates MacGinitie Reading Inventory in September and April to assess individual students' reading level.	Reading Coach, Assistant Principal Curriculum	08/08/05	5/24/06
Administer the Oral Reading Fluency Probe(ORF)quarterly to all FCAT Level 1 and 2 students in reading classes. The Diagnostic Assessment of Reading (DAR) will be administered to those students not making significant gains on the ORF probe.	Reading Coach, Assistant Principal Curriculum	08/08/05	05/24/06
Develop core subject area curriculum maps to align the curriculum with the Sunshine State Standards and design instructional activities, assessments, and intervention strategies to be implemented through lesson plans.	Reading Coach, Assistant Principal Curriculum, Reading Teachers	08/08/05	05/24/06
Schedule FCAT Level 1 students reading two grades below level in grade six through eight in Read 180 classes.	Principal, Reading Coach, Assistant Principal Curriculum	8/8/2005	5/24/2006

Research-Based Programs

McDougal Littell, Bridges to Literature Textbook, Read 180, Accelerated Reader (AR), STAR.

Professional Development

(1) Provide training in the implementation of the Eight-Step Continuous Improvement Model to all teachers. (2) Provide access and training to the Web Student Performance Indicator (WSPI) to all teachers and conduct classroom sessions 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 and to 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).

Evaluation

Reading logs will be collected every grading period and given a grade, as well as book reports and book summaries. The Gates MacGinitie Reading Inventory will be administered twice during the school year to determine students' reading level as well as reading progress. Accelerated Reader, FCAT Explorer, scores from the 2006 FCAT and Read 180 will be utilized as tools to determine students' progress. Bi-weekly assessments will be administered through language arts classes to assess each students' level of comprehension using EDUSOFT. Lastly, all students scoring at achievement Level 1 in reading courses will be administered the Oral Reading Fluency Probe (ORF) and those not making progress will be administered the Diagnostic Assessment of Reading (DAR).

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

GOAL 2 STATEMENT:

To improve mathematics skills for the number of students scoring below state mastery levels in mathematics.

Needs Assessment

The 2005 FCAT Mathematics scores indicate that eighty percent of students in grade six scored at Levels 1 and 2. Twenty percent scored at Level 3 or above, meeting high standards. The 2005 FCAT Mathematics scores indicate that seventy-two percent of students in grade seven scored at Levels 1 and 2. Twenty-eight percent scored at Levels 3 or above, meeting high standards. The 2005 FCAT Mathematics scores indicate that eighty percent of students in grade eight scored at Levels 1 and 2. Twenty-eight percent scored at Level 3 or above, meeting high standards. An assessment of data indicates that seventy percent of students in grades six through eight are not performing at state mastery levels in mathematics. Specifically, the needs assessment indicates that while students require intense remediation in all the tested benchmarks, their greatest areas of need in grade six are in Number Sense and Algebraic Thinking. In grades seven and eight, Measurement, Algebraic Thinking, and Geometry are the areas of greatest deficiency. Students in grade six need intense remediation in all areas, with the greatest attention on the following strands: Algebraic Thinking, Measurement and Number Sense. Other identified priorities include: (1) a peer coaching model for teachers with the greatest need in Intensive Mathematics; (2) a departmental instructional framework that will assist teachers with using the two-hour instructional block effectively and incorporate curriculum initiatives; and (3) on-going data conversions among departmental members and within the classroom about progress on quarterly assessments. Analysis of the school's demographics indicate that the following subgroups did not meet adequate yearly progress and are to 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 mathematics performance as evidenced by a twenty percentage point increase in the number of students scoring FCAT Achievement Level 3 or above on the 2006 administration of the FCAT to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics performance as evidenced by a seventeen percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics performance as evidenced by a twenty-one percentage point increase in the number of students scoring FCAT Achievement Level 3 or higher to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by a twenty-one percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the NCLB requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics performance as evidenced by a thirty-four percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the No Child Left Behind (NCLB) requirements of fifty percent of students meeting state mastery level.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by a thirtt-five percentage point increase in the number of students scoring FCAT Achievement Level 3 or above to attain the No Child Left Behind (NCLB) requirements of fifty percent students meeting state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate FCAT Saturday school for the lowest performing quartile.	Assistant Principal Curriculum	08/08/05	05/24/06
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	08/08/05	05/24/06
Schedule in-school pull-outs and/or initiatives to re-teach skills for students needing additional	Mathematics Chairperson, Mathematics Teachers, Assistant	08/08/05	05/24/06

assistance based on teacher observations and benchmark performance results.	Principal Curriculum		
Provide in-school enrichment opportunities to students achieving at FCAT Achievement Level 3 or above.	Mathematics Chairperson, Mathematics Teachers, Assistant Principal	01/30/06	05/24/06
Create common lesson planning to maximize instructional effectiveness.	Mathematics Teachers, Assistant Principal	08/08/05	05/24/06
Schedule all FCAT Achievement Level 1 students in grades six through eight in intensive mathematics classes.	Principal, Assistant Principal Curriculum	05/05/06	08/01/06

Research-Based Programs

Glencoe Mathematics Applications and Concepts, CRISS, RiverDeep

Professional Development

(1) Provide training in the implementation to the Eight-Step Continuous Improvement Model to all teachers. (2) Provide access and training to the Web Student Performance Indicator (WSPI) to all teachers and conduct classroom sessions 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 Mathematics benchmarks and to use student achievement data to drive instruction. (4) Continue to train all teachers in the use of CRreating Independence through Student-owned Strategies (CRISS). (5) Beginning teachers will receive continuous mentoring throughout their first year of teaching. (6) The Reading Coach will model reading lessons in mathematics classes.(8) Teachers of LEP students and Students With Disabilities will attend mathematics department meetings, as well as workshops provided by the Division of Mathematics and Science. (9) Employ the assistance of two Community Involvement Specialists and the Student Services Department to provide parents with ongoing informative materials about FCAT Mathematics requirements and practice materials and strategies to use at home.

Evaluation

RiverDeep, Grades, 2006 FCAT Mathematics results

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 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 3 STATEMENT:

Students will increase writing scores to a 3.5 or higher on the FCAT Writing test.

Needs Assessment

The 2005 FCAT Writing scores revealed that seventy-five percent of our students scored 3.5 or higher. All the No Child Left Behind (NCLB) subgroups increased the required improved performance of one percent. Professional development will be provided to all teachers on the writing process and holistic scoring practices and will be expanded across all subjects and grades.

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 as evidenced by a one percent increase on the 2006 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students practice using graphic organizers to assist with the planning process.	Language Arts Teachers, Language Arts Chairperson, Assistant Principal	08//08/05	05/24/06
Implement CRISS strategies throughout the curriculum.	All Teachers, Assistant Principal for Curriculum	08/08/05	05/24/06
Administer bi-weekly assessment using Write Traits model.	Mathematics, Language Arts Teachers, Assistant Principal for Curriculum	08/08/05	05/24/06
Implement research-based writing strategies and assess across the curriculum to address all subgroups.	All Teachers, Assistant Principal	08/08/05	05/24/06
Monitor student writing through daily journals and prompts.	All Teachers, Assistant Principal	08/08/05	05/24/06
Develop diagnostic writing pre- and post-tests for all students in preparation for the FCAT Writing using both expository and persuasive prompts.	Language Arts Teachers, Assistant Principal for Curriculum	08/26/05	09/02/05

Research-Based Programs

CREating Independence through Student owned Strategies (CRISS), Write Traits.

Professional Development

1. Holistic and FCAT rubric grading workshops for all teachers.

Evaluation

District writing assessments (pre and post), monthly writing assessment through language art classes, 2006 FCAT Writing results

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 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 4 STATEMENT:

To improve science process skills of all students.

Needs Assessment

The 2005 FCAT Science results indicate a mean scale score of 247 as compared to the District's mean scale score of 272. This indicates a 25 point difference. The 2005 mean scale scores earned by content clusters indicate that grade eight students scored two points below the District average in Physical and Chemical, Earth and Space, and Life and Environmental Science. Students also scored one point below the District mean in Scientific Thinking. Based on this information, the following needs have been prioritized for the 2005 - 2006 school year: (1) stronger departmental leadership; (2) expansion of existing extended day tutorials; (3) curriculum maps; and (4) a systematic, interdisciplinary approach to writing instruction among all departments.

Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will demonstrate an increase in their knowledge of science skills as evidenced by meeting or exceeding the Districts' mean scale score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide common planning time for all science teachers to facilitate professional development and the sharing of best practices to foster collegial conversations about student performance.	Principal, Assistant Principal, Science Chairperson	08/08/05	05/24/06
Administer bi-weekly and quarterly assessments and analyze data to target all subgroups in need of remediation.	Assistant Principal, Science Chairperson	08/08/05	05/24/06
Monitor the implementation curriculum maps to align science strands across the curriculum to ensure all Sunshine State Standards and benchmarks are addressed.	Assistant Principal Curriculum, Science Chairperson	08/08/25	05/24/06
Conduct laboratory hands-on activities using inquiry-based thinking skills for all science classes.	Science Chairperson, Science Teachers, Assistant Principal	08/08/05	05/24/06
Increase the use of computer-based programs to enhance project based activities.	Science Teachers, Assistant Principal	08/08/05	05/24/06
Create departmental instructional framework for utilizing the two-hour block by incorporating CRISS strategies to increasing student comprehension of science content.	Assistant Principal, Science Department Chairperson, Science Teachers	08/08/05	05/24/06

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 receive continuous mentoring throughout their first year of teaching. 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 2006 FCAT Science Test, bi-weekly and quarterly 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.)

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

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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

Records indicate that 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: (a) academic and extracurricular programs; (b) workshops for parents to promote a continuous learning environment at home and in the community; (c) networking with the community involvement specialist; and (d) participation in the Parent Academy and the school Parent Resource Center.

Measurable Objective

Given the school-wide emphasis on community and parental involvement, increase the schools' declining parental attendance from the first quarter to the fourth quarter.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Distribute communications in students' home language promoting school-wide activities.	Administrative Team	08/08/05	05/24/06
Provide strategies for parent use to support reading, mathematics, writing, and science through workshops and increase awareness regarding parent outreach opportunities.	Assistant Principal Curriculum	08/08/05	05/24/06
Contact parents daily through an automated system regarding absences.	Assistant Principals	08/08/05	05/24/06
Provide students with agendas to improve students' organizational and time management skills.	Assistant Principals	08/08/05	05/24/06
Promote PTSA and EESAC meetings to increase parental involvement in school-wide planning and student issues.	Principal, EESAC members	08/08/05	05/24/06
Encourage parents to attend weekly parent conferences to monitor student progress.	All staff, Administrative Team	08/08/05	05/24/06

Research-Based Programs

PTSA - National Standards for Parent and Family Involvement Program

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.)

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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 indoor suspensions is 32.5 percent when compared to the Districts' at 16.8 percent. Outdoor suspensions totaled 20.7 percent when compared to the Districts' at 15.2 percent. The use of effective intervention strategies will create a safe and orderly environment at Citrus Grove Middle School.

Measurable Objective

Given the implementation of a progressive discipline plan, a one percent reduction in the number of indoor/outdoor suspensions in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Appropriately counsel students who have a high number of indoor/outdoor suspensions.	Student Services, Assistant Principal	08/08/05	05/24/06
Implement an effective detention process to deter inappropriate behavior.	All Teachers, Detention Coordinator, Assistant Principal	08/08/05	05/24/06
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.	Exclusion Committee, Assistant Principal	08/08/05	05/24/06
Schedule quarterly meetings with the Administration and Student Services to monitor the number of indoor/outdoor suspensions and review attendance.	Administrative Team, Student Services	08/08/05	05/24/06
Establish an exclusion, detention and work detail policy.	Administrative Team, SCSI Instructor, All Teachers	08/08/05	05/24/06

Research-Based Programs

Not applicable

Professional Development

Established Discipline Committee will provide in-services for all faculty and staff in an attempt to meet our discipline and safety goals; including but not limited to programs such as Assertive Discipline.

Evaluation

Statistics on indoor and outdoor suspensions 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.)

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

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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. Through the implementation process of the technology plan, student access to technology will also move from stage one to stage two.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the availability of computers in the media center.	Principal	08/08/05	05/24/06
Encourage Media Center visits during the day and after school in order to have access to computers.	Principal, Assistant Principal of Curriculum	08/08/05	05/24/06
Improve the preparation of beginning teachers in the use of technology.	Assistant Principal	08/08/05	05/24/06
Provide open access to all staff in the Media Center for computer use.	Assistant Principal, Media Specialist	08/08/05	05/24/06
Create and encourage use of computer lab by having a calendar available for visits.	Assistant Principal Curriculum	08/08/05	05/24/06
Engage teachers in collaborative planning to include computer based programs to increase student use of technology.	Assistant Principal Curriculum	08/08/05	05/24/06
Implement and monitor a quarterly schedule for language arts and mathematics classes to use the computer lab for FCAT Explorer.	Assistant Principal Curriculum	09/08/05	05/24/06
Provide teachers with workshops on programs such as FCAT Explorer, RiverDeep and Accelerated Reader.	Principal, Assistant Principal Curriculum	08/08/05	05/24/06
Conduct a needs assessment for the faculty and staff.	Assistant Principal, Media Specialist	08/08/05	05/24/06

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 one on one tutorials for all instructional staff on the electronic gradebook.

Evaluation

Results of the 2005 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.)

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

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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 8 STATEMENT:

To increase opportunities in which students attain their optimal level of fitness.

Needs Assessment

During 2004-2005 year, Citrus Grove Middle School tested twenty-seven percent of students of which fifty-two percent were award winners. These results indicate a need for increased student physical activity.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor cafeteria offerings to ensure healthy choices are offered.	Principal, Cafeteria Manager	08/08/05	05/24/06
Utilize the FITNESSGRAM, administer a pre-test to determine baseline measures.	Physical Education Teachers, Assistant Principal	08/08/05	05/24/06
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	08/08/05	05/24/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers, Assistant Principal	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Administration of FITNESSGRAM, other inservices offered by the Division of Life Skills.

Evaluation

FITNESSGRAM post-test results will be compared to pre-test to generate a prescriptive report.

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.)

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

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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 enrollment in Fine Arts elective courses at Citrus Grove Middle School.

Needs Assessment

Students at Citrus Grove Middle School are often placed in intensive reading and mathematics courses due to low FCAT scores. However, students require enriching opportunities throughout the course of the day in addition to intensive courses. Elective courses introduce students to information they otherwise may not obtain.

Measurable Objective

Increase enrollment in all elective courses by a one percent when compared to the previous school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students studying foreign languages in order to understand the benefits of communicating in a global society.	Foreign Language Teachers, Assistant Principal	08/08/05	05/24/06
Increase the number of students enrolled in music courses, in order to have greater appreciation of different music genres.	Music Teacher, Assitant Principal	08/08/05	05/24/06
Increase the number of students enrolled in culinary arts courses.	Consumer Science Teachers, Assistant Principal	08/08/05	05/24/06
Increase student participation in afterschool activities and clubs to expose students to elective area topics.	All Staff, Administrative Team	08/08/05	05/24/06
Increase the number of students in Art courses in order to develop student appreciation of the subject matter.	Art Teachers, Assistant Principal	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Elective teachers receive professional development within their subject area.

Evaluation

This objective will be evaluated utilizing the master schedule when compared to the master schedule from the previous year.

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

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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 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 2003, Citrus Grove Middle School ranked at the seventeenth 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 seventeenth percentile in 2003 to the eighteenth 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.	Administrative Team	08/08/05	05/24/06
Consider shared use of facilities by partnering with community agencies.	Principal	08/08/05	05/24/06
Monitor expenditures of the Student Achievement Enhancement Fund.	Principal	08/08/05	05/24/06
Consider reconfiguration of existing resources by taking advantage of a broader resource base.	Principal	08/08/05	05/24/06
Monitor expenditures of Title I monies.	Principal	08/08/05	05/24/06
Collaborate with the District on resource allocations.	Principal	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

The Principal will attend Money Matters and Management Academy workshops on financial data analysis.

Evaluation

On the next State of Florida return on investment index publication, Citrus Grove Middle School will show progress toward reaching the eighteenth 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. It has a sub-committee which reviews financial proposals 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 resommends 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.

Technology:

The EESAC places emphasis on the implementation of technology at Citrus Grove Middle School.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC collaborates with the Principal and can make recommendations with regards to Student Acheivement 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 on a quarterly basis the School Improvement Plan objectives. The EESAC will make recommendations based on available data and review progress of such objectives.

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