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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*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

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### *Citrus Grove Elementary School*

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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 twenty-eight students in pre-kindergarten through fifth grade. The student population consists of one percent White, two percent African American, ninety-seven percent Hispanic, plus one percent Other. Citrus Grove Elementary School has a school-wide Title I program. Students receiving Limited English Proficient (LEP) services total thirty-six percent of the school's population, and those receiving Exceptional Student Education (ESE) total nine 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 Junior Great Books, a read-aloud program for grades two through five that includes in-depth reading comprehension, critical thinking, and support for the writing process.

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 2005-2006, Citrus Grove Elementary School, in conjunction with its Educational Excellence School Advisory Council (EESAC), has identified the following fourteen objectives as school-wide priorities for the 2006-2007 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at FCAT Achievement Level 3 or higher on the 2007 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 fifty-one percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by fifty-six percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on 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 4.0 and higher as documented on the 2007 administration of the FCAT Writing + (Plus) Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by twenty percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers from 150 volunteers to 200 volunteers as documented by the District's Record of Registered Parent Volunteers for 2006-2007 school year.

Given increased emphasis on student attendance, attendance will increase from ninety-four percent on 2005-2006 to ninety-five in the 2006-2007 school year.

Given increased emphasis on the use of technology in education ninety percent of the classroom teachers in grades one through five will visit the Computer Lab or the Media Center for one hour a week on a bi-monthly basis as evidenced by the Computer Lab and Media Center schedules.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness skills from seventy-five percent to a minimum of seventy-seven percent of the students achieving mastery on the FITNESSGRAM.

Given instruction using the National Standards for Visual Arts and the Florida Sunshine State Standards, the number of students in grades two through five who enter the District's art contest will increase as evident by the participation log.

Citrus Grove Elementary School will improve its ranking on the State of Florida ROI Index publication from the thirty-seventh percentile in 2004-2005 to the thirty-eighth percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot Survey, the school has identified two areas of improvement. The first area for improvement is Strategic Planning which obtained a category score of 4.1. Through out the coming year the leadership team at Citrus Grove Elementary School will make it a priority to further solicit ideas from faculty and staff and to give staff the necessary tools to gauge their own status in meeting each goal

and objective. The second area targeted is Process Management which obtained a category score of 4.1. Administration will ensure that faculty and staff be able to secure all resources needed to be effective.

# 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 School'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 quality education that focuses on values and academic achievement.

### 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.

## *School Demographics*

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Citrus Grove Elementary School, established in 1924, is located on 5.58 acres at 2121 Northwest 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 services one thousand twenty-students students in Pre-Kindergarten through grade five, one percent of whom are White, two percent African American, ninety-seven percent Hispanic plus one percent Other. Three hundred sixty-seven of these students are Limited English Proficient (LEP) and are currently enrolled in our English for Speakers of Other Languages (ESOL) program. One hundred forty-six of these students participate in the Exceptional Student Education (ESE) program, of which ninety-six have been identified as having a specific learning disability and fifty 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 School is currently one to twenty-one. Approximately ninety percent of the students wear the mandatory school uniform.

Most of our Hispanic population hails from various countries in South America. An ongoing issue and challenge facing the school is the thirty-one mobility rate, stemming from families relocating back and forth from their first residence. This presents an ongoing challenge, and affects the continuity of instruction, as well as the quality of second language acquisition. Additionally, the school utilizes Connect Ed automated attendance system to contact parents of students who are absent from school. Students are provided with classroom popcorn and pizza day, school dances, perfect attendance certificates, and other incentives to promote and improve student attendance.

Citrus Grove Elementary School employs a total of ninety-eight full-time staff members. These members include one principal, one assistant principal, fifty-five classroom teachers, two art teachers, two music teachers, and three physical education teachers. Additional instructional support staff includes one Reading First Coach, one Title 1 Coach, one Mathematic and Science Resource teacher, two Guidance Counselors, six full-time Paraprofessionals, one full-time Micro System Technician, and a Pool Temporary Instructor. Non-instructional staff includes four clerical, two part-time security monitors, two food service manager, four full-time custodians, and three part-time custodians. The ethnic composition of school staff is eleven percent White, twenty-one percent African American, and sixty-eight percent Hispanic. 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 2006-2007 school year, eight beginning teachers became members of our staff. Veteran teachers average twenty-five years of teaching experience. Citrus Grove Elementary School 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, Educational Excellence School Advisory Council (EESAC) members, 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.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards with an approach that includes cooperative learning and the use of technology. Accelerated Reader and Standardized Test for Assessment of Reading (S.T.A.R.) are networked throughout the school and used in conjunction with the media center to enhance achievement in reading. School-to-home connections are fostered through school newsletters, the PTA and a Parent Resource Center. Students in need of remediation in mastering the basic skills are serviced through pull out

small group instruction, additional time dedicated to reading and mathematics instruction, and after school tutorial programs.

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 in-kind services and products.

The Educational Excellence School Advisory Council (EESAC) meets 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, a program where the principal meet with parents to join her for a chat and another cup of coffee. In addition, our Parent Resource Center provides various informational tools for parents such as workshops that 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, Art Club, and a Multicultural Student Exchange. Other special activities and events that students participate in include Honor Roll, Student of the Month, Career Day, and Reading Celebrity Day.

# *School Foundation*

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## ***Leadership:***

As reflected in the Organizational Performance Improvement and Snapshot Assessment Survey administered in September 2006, the faculty and staff at Citrus Grove Elementary School believe that the leadership team sets direction for the school, shares the mission and vision of the school and creates a positive working environment. The average score provided by Citrus Grove Elementary School faculty was 4.3. Therefore, this score indicates that leadership is displayed through a shared set of values realized through the school's mission. Improvement is needed in providing staff with information about the different graduate programs to support career advancement.

## ***District Strategic Planning Alignment:***

According to the Organizational Performance Improvement Snapshot Assessment Survey administered in September 2006, the lowest ranked was Strategic Planning, which reflects a need to improve the solicitation of ideas from faculty and staff. Teachers and staff do not see clearly where they fit in the strategies of the District and the school, and therefore are unaware of progress on strategic issues. The faculty and staff understand the long term goals of the school and are able to access progress made towards the goal.

## ***Stakeholder Engagement:***

According to the Organizational Performance Improvement Snapshot Assessment Survey administered in September 2006, the items focusing on the relationships of teachers and students achieved the most favorable rating. The average score provided by Citrus Grove Elementary School faculty was 4.4. Furthermore, teachers are satisfied with the quality and nature of their own professional performance. Results also reflect 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. The faculty believes that more input should be solicited when decisions are made concerning the customers.

## ***Faculty & Staff:***

According to the Organizational Performance Improvement Snapshot Assessment Survey administered in September 2006 results indicate that the school is doing as adequate job at Human Resource Focus. The average score provided by Citrus Grove Elementary School faculty was 4.2. Faculty and staff believe that they would benefit from being recognized on their performance.

**Teacher Mentoring Program:** The District provides, before the start of each school year, the New Teacher Orientation Program. The program consists of several days of workshops where all beginning teachers are provided with an overview of district policies and procedures, best practices, and district offices overview. New teachers will be provided the opportunity to address area(s) of concern through grade-level and monthly meetings. Citrus Grove Elementary School will provide new teachers with a Professional Growth Team (PGT). The PGT is a model in which new teachers are paired with one or two senior teachers for mentoring. Beginning teachers benefit from collaborative planning with PGT members, a minimum of two classroom observations by each PGT member and post collaborative meetings focusing on professional growth, feedback, and ongoing assistance.



***Data/Information/Knowledge Management:***

According to the Organizational Performance Improvement Snapshot Assessment Survey administered in September 2006, teachers felt fairly confident that they know the strengths and weaknesses of their students and fell confident also in analyzing the quality of their work. Given time to implement access to student data in a “user-friendly” format, it should be possible to carry this analytical process to an even higher level. Faculty and staff believe that more information should be shared regarding the school's management.

***Education Design:***

According to the Organizational Performance Improvement Snapshot Assessment Survey, these items were the lowest ranked. Teachers and staff clearly feel that the resources available to do their work need to be improved. Meaningful use of the Eight Step Continuous Improvement Model must be encouraged. Furthermore, staff development will be provided for this model to be meaningful at the site.

Extended Learning Opportunities: Students With Disabilities (SWD) and Limited English Proficient (LEP) 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.

School-wide Improvement Model: Citrus Grove Elementary School provides basic educational services based on the Sunshine State Standards to students in grade pre-kindergarten through grade five. Additionally, the school wide improvement model that Citrus Grove Elementary will implement during the 2006-2007 school year is the Eight-Step Continuous Improvement Model. At the start of the school year academic preceding year's student data are collected and closely analyzed by the Reading Coaches in order to identify students at risk, prioritize skills needing improvement and to identify instructional groups in the core subject areas. Keeping the M-DCPS testing calendar in mind, an instructional focus timeline and calendar is then planned (Plan) that encompasses all tested benchmarks by department chairs as well as by grade level teachers. Weekly targets for instruction are then reviewed during grade level planning sessions. Targeted lessons are then delivered (Do) using whole group, small group and pull-out approaches. Lessons are enhanced through the use of technology, the overhead projector, manipulatives, and performance-based projects that emphasize a hands-on, minds-on approach. Assessments are administered on a weekly and quarterly basis. The results are then carefully analyzed (Study) in order to fine tune instruction and determine if enrichment or further tutorial is needed throughout the day and/or after school hours. As lesson delivery continues, a review of previous skills is always revisited before new information is presented and included within weekly and quarterly assessments. Monitoring of the curriculum is ongoing through reviewing student data by the school's Leadership Literacy Team, grade level chairs and administrators(Act).

***Performance Results:***

According to the Organizational Performance Improvement Snapshot Assessment Survey administered in September 2006, teachers and staff clearly feel that the resources and process available to do their work meet all requirements for high quality and excellence. Meaningful use of the Eight-Step Continuous Improvement Model must be encouraged. Furthermore, staff development will be provided for this model to be meaningful at the site.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Reading

### ***Needs Assessment***

Scores on the 2006 FCAT Reading Test indicate that fifty-six percent of the students in grades three through five have scored at or above FCAT Achievement Level 3. Sixty percent of the students demonstrated learning gains in reading. In addition, sixty-five percent of the students scoring in the lowest 25 percent made learning gains in reading; an eighteen percentage point increase over the 2006 administration. Scores on the 2006 FCAT Reading Test also indicate that forty nine percent of Hispanic students and forty-eight percent of economically disadvantaged students met No Child Left Behind (NCLB) requirements, while thirty-six percent of Limited English Proficient (LEP) students and eleven percent of Students with Disabilities (SWD) did not meet the State criteria for NCLB requirements. Success is attributed to the appropriate grouping of LEP, SWD and Tier 2 and 3 students in small group work as well as in after school tutorial groups.

Close examination of each cluster indicates that grade five scored highest in all strands, with their strength being in Reference and Research (sixty-seven percent) and their weakest area being in Words and Phrases (fifty-seven percent) and Main Idea (fifty-nine percent). Fourth Grade scored highest in Words and Phrases (sixty-seven percent) and lowest in Reference and Research (thirty-three percent). Third grade strengths are in the Words and Phrases strand (fifty-seven percent) and need the most improvement in Main Idea (fifty percent), Comparisons (fifty percent), and Reference and Research (fifty percent). Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans have been adjusted to reflect the additional instructional time

needed to cover weak strands, as well as small group instruction opportunities that exist in strands that have been mastered.

In order to address these needs, progress monitoring and data- driven decisions will be an integral part of the weekly grade level meetings in order to identify the students, their weaknesses and specialize their instruction to improve weak areas.

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 based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at FCAT Achievement Level 3 or higher on the 2007 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 fifty-one percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/30/2007	District-wide literacy plan	\$500.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Reading Coaches to provide or facilitate teachers' professional development sessions.	Principal, Assistant Principals, Reading Coaches, Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize the Language Arts pacing guide provided by the District to develop the instructional focus calendar.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a school-wide Plan-Do-Study-Act (PDSA) Instructional Cycle in order to support and maintain increased student achievement in reading.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	05/30/2007	District-wide literacy plan	\$10000.00
Provide small group instruction after school tutorial services for LEP and SWD students who scored at achievement levels 1 and 2 on	Principal, Assistant Principals, Reading Coaches, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$8000.00

the FCAT in an effort to enhance their reading comprehension skills.					
Identify the students in all subgroups as delineated in AYP results scoring at Achievement Levels 1 and 2 in the FCAT Reading Test and implement and monitor intervention programs such as Early Success, SOAR, and Voyager, that addresses students in grades kindergarten through five.	Principal, Assistant Principals, Reading Coaches, Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$3000.00
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	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Utilize Accelerated Reader in grades one through five in order to identify students' independent levels as well as to track progress in reading comprehension throughout the year.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

## 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 teacher professional development sessions. Instructional staff will be trained to increase their 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. Additional professional development will be provided in the following areas:

Differentiated Instruction

Effective use of FCAT Reading Test Item Specifications

Response to Intervention (RtI)

## **Evaluation**

District Interim assessments in Reading, DIBELS, as well as weekly performance based assessments created by teachers will be used as progress monitoring tools. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks as needed throughout the school year. Teachers responsible for tutorial groups will assess them weekly to monitor and document mastery/non-mastery of individual FCAT reading benchmarks and revisit skills as needed throughout the duration of the program. Final evaluation will be the 2007 administration of the FCAT Reading Test.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Mathematics

### ***Needs Assessment***

Results of the 2006 Mathematics Test indicate that fifty-eight percent of the students tested in grades three through five achieved high standards in mathematics. This number represents a one percentage point increase from the previous year. Sixty-seven percent of the Standard Curriculum students made learning gains. The Hispanic subgroup had fifty-two percent achieving high standards. The Limited English Proficiency (LEP) subgroup did not meet Adequate Yearly Progress. There was a decrease for the LEP students from sixty-two to fifty-nine percent. Content wise, fifth grade students made the least gains and need to improve in Number Sense (forty-six percent), Measurement (forty-five percent), Geometry (forty-six percent), Algebraic Thinking (forty-five percent) and Data Analysis (forty-two percent). Fourth grade matched the District and the State results in Measurement (sixty-three percent) and Geometry (fifty-seven percent). Third grade student's greatest need is in the area of mathematics involving number concepts and computation skills (fifty-percent), analyze shapes and patterns (forty-three percent), solve problems and frequent use of data analysis (fifty percent), and make predictions and make inferences (forty-three percent). According to the disaggregated data, the areas of greatest instructional need are, Number Sense, Data Analysis and Algebraic Thinking.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by fifty-six percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor the Sunshine State Standards in mathematics for sixty minutes daily in grades kindergarten through five.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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 Principal, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize technology programs in grades kindergarten through five to increase computation and application skills.	Principal, Assistant Principals, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$25000.00
Implement a school-wide Plan-Do-Study-Act (PDSA) Instructional Cycle in order to support and maintain increased student achievement in Reading	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Title 1 mathematics resource teacher to provide staff development, mentor students and teachers, assist in school-wide planning, model mathematics	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

lessons, assign and monitor existing resources, and conduct individual and small group instruction.					
Utilize the Mathematics pacing guide provided by the district to develop the instructional focus calendar.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide immediate intensive intervention through the after school tutoring for students in grades two through five.	Principal, Assistant Principals, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Implement motivational hands-on grade level projects for LEP students to include "Mathematics Strand Assemblies", and "M3 – My Motivational Mathematics" centers to target specific content areas and student needs.	Principal, Assistant Principals, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00
Analyze student data via Edusoft, data analysis and provide on-going monitoring.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

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

## Professional Development

Instructional staff will be trained to become familiar with the Edusoft data analysis program. In addition, teachers will be encouraged to participate in Regional Center, district, and state level professional development in mathematics to support differentiated instruction in class. Additional professional development will be provided in the following areas: Differentiated Instruction and Effective Use of FCAT language Test Item Specifications.

## **Evaluation**

District Interim assessments in Mathematics as well as weekly performance-based assessments created by teachers will be used as progress monitoring tools. Teachers responsible for tutorial groups will assess them weekly to monitor and document mastery/non-mastery of individual FCAT mathematics benchmarks and revisited skills as needed throughout the duration of the program.

This objective will be evaluated by scores of the 2007 FCAT Mathematics Test.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Writing

### **Needs Assessment**

Instructional staff will be trained to become familiar with the Edusoft data analysis program. In addition, teachers will be encouraged to participate in Regional Center, district, and state level professional development in mathematics to support differentiated instruction in class. Additional professional development will be provided in the following areas: Differentiated Instruction and Effective Use of FCAT language Test Item Specifications.

### 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 based on 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 4.0 and higher as documented on the 2007 administration of the FCAT Writing + (Plus) Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Ensure that all students in grades one through five are engaged in Daily Oral Language review in order to become more proficient writers.	Principal, Assistant Principal	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/25/2007	Community Partnerships	\$0.00
Implement a school-wide Plan-Do-Study-Act Instructional Cycle in order to support and maintain student achievement in writing.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate classroom journal writing in kindergarten through grade five in order to provide opportunities for written reflection on concepts learned across the curriculum.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/24/2007	District-wide literacy plan	\$10.00
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	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

The writing component of the Houghton Mifflin reading series.

## **Professional Development**

Citrus Grove Elementary School will provide teachers in grades kindergarten through five with writing workshops developed by the Reading Coaches in order to ensure that all staff members are exposed to best practices in writing. The Reading Coaches will utilize District created Staff Development for Florida Write + (Plus) Test to provide teachers with training in the area of holistic scoring using the six-point rubric. Teachers will receive professional development in the areas of assessment, and the analysis of assessment strategies. Additionally, they will receive additional assistance in understanding the different components of the FCAT Writing + (Plus) Test..

## **Evaluation**

The school will employ a cogent methodology to assess writing. FCAT Writing Pre and Post Tests, as well as monthly writing prompts and weekly assessments created by teachers will be administered throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed with teachers and used to further fine tune and/or redirect instruction in the areas of Focus, Organization, Support and Conventions. The final data for evaluation will be the results of the 2007 FCAT Writing + (Plus) Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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 4 STATEMENT:**

Science

### ***Needs Assessment***

Scores on the 2006 FCAT Science Test indicate that fifteen percent of the students in grade five have scored at or above FCAT Achievement Level 3 on the FCAT Science Test. In order to address these needs, progress monitoring and data driven decisions will be an integral part of the weekly grade level meetings in order to identify the students and their weaknesses and to specialize instruction to improve upon them.

The results of each content cluster indicate a strong need to focus on Physical/Chemical (forty-two percent), Earth/Space (thirty-six percent), Life/ Environment (fifty-six percent) and Scientific Thinking (forty-two percent).

In order to address these needs, progress monitoring and data driven decisions will be an integral part of the weekly grade level meetings in order to identify the students and their weaknesses and to specialize instruction to improve upon them.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by twenty percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify content area deficiencies to be targeted through labs, science centers, and tutorials.	Principal, Assistant Principals, Science Resource Teacher, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Communities of Practice	\$500.00
Infuse the science curriculum with hands-on activities and guest presentations.	Principal, Assistant Principals, Science Resource Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a school-wide Plan-Do-Study-Act (PDSA) Instructional Cycle in order to support, maintain and increase student achievement.	Principal, Assistant Principal, Science Resource Teacher, Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Grade level projects and our Spring "Science Convention" will highlight student work. Students will be encouraged to enter two Science contests throughout the year.	Principal, Assistant Principal, Science Resource Teacher, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$400.00
Provide students with opportunities to engage in technology-based activities that reinforce the Sunshine State Standards such as Riverdeep.	Principal, Assistant Principals, Science Resource Teacher, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Provide all teachers with the Science item specifications from the Department of	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00



Education to ensure knowledge base of all benchmarks tested.	
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## **Research-Based Programs**

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

## **Professional Development**

The Science Resource Teacher will meet with all grade level teachers to provide training on using data to drive instruction, and integrating mathematics and science instruction. Deliveries of professional development include model lessons and follow up activities to ensure the transfer and application of newly learned strategies and techniques. The instructional staff will be trained to become familiar with the Edusoft program. In addition, teachers will be encouraged to participate in Regional, District and State level professional development in science to ensure that all staff members are exposed to best practices in science, these are: ESOL strategies, Differentiated Instruction, Effective Use of FCAT Science Grade 5 Test Item Specifications.

## **Evaluation**

Weekly performance based assessments created by teachers will be used to analyze progress and redirect instruction as needed throughout the year. A final evaluation will be the results of the 2007 administration of the 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 5 STATEMENT:**

Parental Involvement

### ***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. Based on past surveys, more emphasis should be placed on involving parents in academic programs in an effort to increase student achievement among all students and subgroups.

## Measurable Objective

Given emphasis on parental and community involvement, the school will increase the number of registered parent volunteers from 150 volunteers to 200 volunteers as documented by the District's Record of Registered Parent Volunteers for 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Print and distribute informational literature to parents in English and Spanish.	Principal, Assistant Principal, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide parents with books, tapes, and other resources that can be checked-out for home use.	Principal, Assistant Principal, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement a parent resource fair an hour before open house to allow additional time for parents to receive information on the various programs the school has to offer, as well as literature on the parent volunteer program.	Principal, Assistant Principal, Resource Teachers, Community involvement Specialist	08/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Provide parents with Good News calls from teachers and CIS to inform them of their child's progress.	Principal, Assistant Principal, Community Involvement Specialist, Teachers	08/14/2006	05/30/2007	Community Partnerships	\$0.00
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	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Utilize the Parent Resource to provide parents with multilingual activities that they can use at home to assist their children.	Principal, Assistant Principals, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide workshops on test-taking skills that will include hands-on activities during each quarter.	Principal, Assistant Principal, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

National Standards for Parents and Family Involvement

National P.T.S.A.

Parent Academy

## **Professional Development**

None Applicable

### **Evaluation**

This objective will be evaluated by reviewing the 2006-2007 school District's Record of Registered Parent Volunteer log.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

Discipline and Safety

### ***Needs Assessment***

Citrus Grove Elementary faces one attendance challenge; families travel from their first residence in their home country to their second residence in Miami. This not only presents an attendance challenge, but also the continuity of instruction, as well as the quality of second language acquisition. Attendance rate is also important to provide students with a safe and orderly environment.

District quarterly attendance report data indicates that in the 2005-2006 school year the percent of student attendance was ninety-four percent, a decrease of 1.27 percent from the previous year.

## Measurable Objective

Given increased emphasis on student attendance, attendance will increase from ninety-four percent on 2005-2006 to ninety-five in the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that teachers are recording excused and unexcused absences properly.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Follow through with all procedures outlined in the M-DCPS Truancy Intervention Program (TIP).	Principal, Assistant Principal, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule and hold conferences with parents whenever a student has had five unexcused absences.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review monthly District attendance reports and provide those students with perfect attendance as a special activity	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Review and send home the school attendance policy in the student's home language.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

None applicable.

### Professional Development

Teachers participate in training covering the importance of attendance record keeping, as well as Truancy Intervention Program (TIP) procedures. Parents will attend parent workshops and open house activities which outline the school attendance policy and emphasize the importance of daily attendance.

### Evaluation

The progress monitoring tool for this objective will be District quarterly attendance reports. Final evaluation of this objective will be the District End of Year Attendance report reflecting a one percentage point increase in our annual attendance.

## 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:**

Technology

### ***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 Media Center that are equipped with student stations and academic software. In 2005-2006, an average of four hundred-fifteen students visited the Media Center per week. During the 2006-2007 school year, Citrus Grove Elementary School will increase the number of students who visit the Media Center from four hundred, fifteen to four hundred, thirty. The school will use Learning Today, FCAT Explorer and Riverdeep to improve student's academic skills through technology.

## Measurable Objective

Given increased emphasis on the use of technology in education ninety percent of the classroom teachers in grades one through five will visit the Computer Lab or the Media Center for one hour a week on a bi-monthly basis as evidenced by the Computer Lab and Media Center schedules.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize interactive technology programs to increase mathematics computation and application skills in grade three through grade five.	Principal, Assistant Principals, Computer Lab Specialist, Library Media , Microsystems Technician, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve all students with interactive technology based activities to improve the writing process.	Principal, Assistant Principals, Library Media Specialist, Microsystems Technician, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Learning Today, FCAT Explorer and Riverdeep programs in grades one through five.	Principal, Assistant Principals, Computer Lab Specialist, Library Media Specialist, Microsystems Technician, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Riverdeep  
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**

Progress monitoring for this objective will be evaluated utilizing the Computer Lab and Media Center 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 8 STATEMENT:**

Health and Physical Fitness

### ***Needs Assessment***

Scores on the 2005 FITNESSGRAM indicate that seventy-five percent of grades four and five achieved at or above mastery level. One hundred percent of the students were tested. Opportunity for improvement for 2006-2007 will be increasing the number of Silver and Gold recipients specifically focusing on those 25 percent of students who did not achieve mastery level on FITNESSGRAM.

## Measurable Objective

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness skills from seventy-five percent to a minimum of seventy-seven percent of the students achieving mastery on the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Incorporate reading, writing, mathematics, and science into the Physical Education curriculum.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Elementary Physical Education FCAT Manual to develop classroom and home learning assignments.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure that the appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

None Applicable

## **Professional Development**

The Physical Education teachers will 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 to develop classroom and home learning assignments.

## **Evaluation**

Physical Education teachers will implement pre and post tests, as well as weekly assessments on skills covered as progress monitoring tools. The final data for evaluation will be the results of the 2006-2007 FITNESSGRAM.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Electives and Special Areas

***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.

## Measurable Objective

Given instruction using the National Standards for Visual Arts and the Florida Sunshine State Standards, the number of students in grades two through five who enter the District's art contest will increase as evident by the participation log.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote student participation in Miami-Dade County Public Schools art contests.	Principal, Assistant Principals, Art Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with cultural experiences via school wide field trips and special projects.	Principal, Assistant Principals, Art Teachers,	8/14/2006	5/30/2007	Expanding arts opportunities	\$1000.00
Ongoing displays of students' art work as created through multicultural events and activities.	Principal, Assistant Principals, Art Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

## 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 consist of students' participation in multicultural events and the number of students who enter and/or win the District's art contest. 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.)

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*

*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 10 STATEMENT:**

Return On Investment

***Needs Assessment***

The Return On Investment (ROI) index relates financial resources expended at the school-level with measures of student performance at the school. The percentile ranking generated from the ROI index allows users to evaluate the efficiency and effectiveness of the school as compared at all other schools. The most recent data supplied from the Florida Department of Education indicates that Citrus Grove ranked 38th percentile on the State of Florida's Return On Investment 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 2004-2005 to the thirty-eighth percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify lowest quartile students early and provide additional assistance to improve learning gains.	Principal, Assistant Principal, Reading Coaches Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$10.00
Increase participation in programs provided by the Florida Department of Education, such as FCAT Explorer and Florida Achieves	Principal, Assistant Principal, Reading Coaches, Community Specialist, Teachers	8/14/2006	5/30/2007	Academic Teams	\$10.00
Provide strategies to parents for their students' academic improvement	Principal, Assistant Principal, Community Specialist, Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$10.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of the students and staff.	Principal, Assistant Principal, Reading Coaches, Teachers	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### 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 thirty-eighth percentile.

## *EESAC Compliance*

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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 improve the use of technology with students. In addition, the EESAC will fund necessary resources to provide a Professional Day for all staff members.

### ***Training:***

The EESAC supports staff development in the areas of reading, writing, science, math and technology instruction. The ESSAC also recommends that all paraprofessional and special subject area teachers receive inservice training in the area of reading. Parents will receive training so that they can assist their children's home learning activities with the use of the Internet.

### ***Instructional Materials:***

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

### ***Technology:***

The ESSAC has provided funds to purchase software to enhance reading and mathematics instruction.

### ***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.

### ***Other Matters of Resource Allocation:***

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

***Benchmarking:***

The EESAC supports the use of the District Interim assessments in Reading and Mathematics, pre-test and post-tests, to monitor student progress and monthly monitoring of the Houghton Mifflin Reading program. The EESAC also recommends the use of informal and formal monthly assessments.

***School Safety & Discipline:***

The EESAC has reviewed strategies to address and promote a safe learning environment.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$21,500.00
Goal 2: Mathematics	\$37,000.00
Goal 3: Writing	\$10.00
Goal 4: Science	\$4,900.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$1,000.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$30.00
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<b>Total:</b>	<b>\$66,440.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*