

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Citrus Grove Elementary School (0801)

Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Gwendolyn Haynes-Evans

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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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 2006-2007, 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 2007-2008 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-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by fifty-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by fifty-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by fifty-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 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 sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, English Language Learners who did not meet Adequate Yearly Progress (AYP) will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Hispanic students who did not meet Adequate Yearly Progress (AYP) will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students who did not meet Adequate Yearly Progress (AYP) will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by thirty-seven percent reaching the state required mastery level as documented by scores of 2008 FCAT Science Test.

Given emphasis on parental and community involvement, the school will increase the number of active registered parent volunteers from twenty parents that volunteer on a daily basis, to forty parents that will be volunteering daily at Citrus Grove Elementary in the 2007 - 2008 school year.

Given increased emphasis on student attendance, attendance will improve as evidenced by a one percentage point increase when comparing the 2006-2007 to the 2007-2008 school year.

Given increased emphasis on the use of technology in education, one hundred percent of the classroom teachers in grades Kindergarten through five will visit the Computer Lab/Media Center for one and a half hours on a bi-monthly basis as evidenced by the Computer Lab/Media Center schedules to use academic related software and web-based programs.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness skills from fifty-nine percent to a minimum of sixty-five 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 to four and the number of Art related field trips will increase to five for the 2007-2008 school year 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-ninth 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 Process Management which obtained a category score of 3.9. Administration will ensure that faculty and staff be able to secure all resources needed to be effective. The second area of target is Strategis Planning which obtained a category score of 4.0. 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.



# School Improvement Plan 2007-2008



## 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.

## 0801 - 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 Improvement Plan 2007-2008



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## ***School Demographics***

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# School Improvement Plan 2007-2008



Citrus Grove Elementary School, established in 1924, is located on 5.58 acres at 2121 North West 5th Street in a low socio-economic community. It has been identified as a school-wide Title 1 school based on the eighty-nine percent of our students qualifying for free or reduced priced meals. As a Title 1 school, Citrus Grove Elementary School is provided with supplemental educational services in an effort to help close the achievement gap between economically disadvantaged students and their peers. Citrus Grove Elementary School services nine hundred twenty-six students in pre-kindergarten through grade five in which ninety-seven percent are Hispanic, one percent are African American, one percent Other and less than one percent of whom are White and Asian. Two hundred thirty-three of these students are English Language Learners (ELL) and are currently enrolled in our English for Speakers of Other Languages (ESOL) program. One hundred twenty-seven of these students participate in the Special Education (SPED) program, of which forty-four have been identified as having a specific learning disability and thirty-seven have been identified as being gifted. Students that are Educable Mentally Handicapped, Emotionally Handicapped, Developmentally Delayed, Autistic, Profound, Speech & Language Impaired as well as Other Health Impaired are also served through our SPED programs. 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 percent 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-three classroom teachers, two art teachers, two music teachers, four Spanish teachers, two ESOL 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, seven full-time Paraprofessionals, one Media Specialist, and nine ESE teachers. Non-instructional staff includes five clerical, three part-time security monitors, one 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 Masters degree, three hold a Specialists degree, and twenty-six hold a Bachelor's degree. During the 2006-2007 school year, eight beginning teachers became members of our staff.

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, Literacy Team Members, 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 meets 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. Additionally, parents are provided workshops presented through the Parent Academy and the Bilingual Department addressing issues such technology, FCAT and other vital information. The parent section of the 2005 – 2006 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, an after school Science Program, Citizens for a Better South Florida, Police Athletic League (PAL), Refugee Assistance Program, YMCA, Art Club, and a Multicultural Student Exchange Program. Other special activities and events that students participate in include Honor Roll, Student of the Month, Science Day, Career Day, Literacy Fair, Writing Fair, Math Fair, and Reading Celebrity Day.



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## ***School Foundation***

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### **Leadership:**

As reflected in the Organizational Performance Improvement and Snapshot Assessment Survey administered in May 2007, 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 4.2. Therefore, this score indicates that leadership is displayed through a shared set of values realized through the school's mission. Improvement is asking staff what they think.

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

According to the Organizational Performance Improvement Snapshot Assessment Survey administered in May 2007, Strategic Planning reflects a need to improve the area of asking for ideas from employees as it relates to the future. 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 May 2007, the items focusing on the knowing the most important customers achieved the most favorable rating. The average score provided by Citrus Grove Elementary School faculty was 4.3. 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 May 2007 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 4.0. Faculty and staff believe there is a need for improvement in maintaining a safe work environment, rating the area an average of 3.7.

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 May 2007, teachers felt fairly confident that they know how to measure the quality of their work and how to analyze it. Faculty and staff believe that more information should be shared regarding the school's management.

### **Education Design:**



# School Improvement Plan

## 2007-2008



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 and there is not sufficient information provided to staff on how the work location is doing financially. 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 2007-2008 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 May 2007, 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.



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### ***Schools Graded 'C' or Below***

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#### **Professional Development:**

For the 2007-2008 school year, Citrus Grove Elementary school teachers will be able to participate in professional development to assist them in becoming diverse in their instructional styles. They will be able to attend professional development related to differentiated instruction, writing, cooperative learning, CRISS strategies, Character Education and the Reading First Academy. Additionally, teachers are provided with a professional development day in October where they can partake in activities such as hands-on math, reading strategies and writing across the curriculum.

#### **Disaggregated Data :**

The first faculty meeting at Citrus Grove Elementary will encompass the disaggregation of the 2007 FCAT results which will be held in August. Teachers will be presented with the available data and will have an opportunity to analyze it. As part of the school improvement model and the Continuous Improvement Model, subject/grade level teams meet weekly to address data, review benchmarks and determine where adjustments need to be made in the curriculum and the instructional strategies being provided to students in the classroom. In addition, the Literacy Leadership Team will meet weekly to discuss data, benchmarks and objectives, along with instructional strategies. After the interim assessments in November, January and May, the team will meet to review and discuss the results and make adjustments in the curriculum where deemed necessary.

#### **Informal and Formal Assessments:**

During the 2007 – 2008 both formal and informal assessments will be used to measure student progress. These assessments are administered to analyze and interpret the results in order to drive instruction and interventions. Formal assessments include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Assessment of Reading (DAR), Peabody Picture Vocabulary Test (PPVT), Stanford Achievement Test (SAT), Norm Referenced Test (NRT) and the Florida Comprehensive Assessment Test (FCAT). Informal assessments include but are not limited to teacher created tests, teacher observation, bi-monthly cold passages, and benchmarking testing to measure if students are attaining Sunshine State Standards benchmarks.

#### **Alternative Instructional Delivery Methods :**

It is essential that students' individual needs are being met through a variety of instructional delivery models. Teachers are trained to use alternative instructional delivery methods such as differentiated instruction, cooperative learning and hands-on instructional activities. Teachers are also allowed to use strategies such as one-on-one instruction, peer tutoring and small group instruction to help students master the targeted SSS benchmarks.



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

### Reading Goal

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

**Florida Education Priorities**

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"/>

**Reading Statement**

Reading

**Needs Assessment**

Results of the 2007 FCAT Reading Test indicate that forty-nine percent of the students tested in grades three through five achieved high standards in reading. Fifty-six percent of the students demonstrated learning gains in reading. In addition, sixty-two percent of students in the lowest twenty-fifth percentile demonstrated gains in reading. Scores also showed that English Language Learners had thirty-one percent achieving high standards, Hispanics had forty-two percent and the Economically Disadvantaged had forty-eight percent of the students meeting high standards in reading.

Close examination of each content cluster indicates that grade three scored highest in all strands, with their strength being in Words and Phrases (fifty-five percent) and their weakest area being in Reference and Research (fifty percent). Fourth Grade scored highest in Comparisons (fifty-three percent) and Words and Phrases (forty percent). Fifth grade strengths are Comparisons (fifty-six percent) and need the most improvement in Main Idea (forty-four percent). Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans will be 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 the instruction being provided to students to improve weak areas.

**NCLB Subgroup Target**

# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



# School Improvement Plan 2007-2008



## 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-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by fifty-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by fifty-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students who did not meet Adequate Yearly Progress (AYP) will improve their reading skills as evidenced by fifty-eight percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Reading Coaches to provide or facilitate teacher's professional development sessions to provide teachers with instructional strategies that focus on Sunshine State Standards	Principal, Assistant Principals, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	100
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	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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	8/20/2007	6/05/2008	Continuous Improvement Model	2000
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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, Media Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide small group instruction through before/after school services for Hispanic and Economically Disadvantaged students who scored Levels 1 or 2 in reading in an effort to improve reading comprehension skills.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades Kindergarten through five, which involves teachers using data driven decision making to identify students' strength and weaknesses.	Principal, Assistant Principals, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Conduct a Book Fair and Literacy Fair to promote reading for the entire family.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/5/2008	Improve Public Perception	0
Utilize the FCRR research-based intervention program Voyager Passport with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.	Principal, Assistant Principals, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/05/2008	Improve Public Perception	0
Utilize the Language Arts pacing guide provided by the District to develop the instructional focus calendar.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide small group instruction after school tutorial services for ELL through the Bilingual Department in an effort to enhance their reading comprehension skills.	Principal, Assistant Principals, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Core: Houghton Mifflin Reading Program  
 Intervention: Early Success, SOAR, and Voyager

### Professional Development





# School Improvement Plan

## 2007-2008



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 2008 administration of the FCAT Reading Test.

## Mathematics Goal

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

#### **Florida Education Priorities**

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"/>

### **Mathematics Statement**

Mathematics

### **Needs Assessment**

Results of the 2007 Mathematics Test indicate that fifty-seven percent of the students tested in grades three through five achieved high standards in mathematics. Sixty-three percent of the Standard Curriculum students made learning gains. Seventy percent of students in the lowest twenty-fifth percentile made learning gains in mathematics. Results also indicate that forty-two percent of English Language Learners are meeting high standards, forty-seven percent of Economically Disadvantaged students met high standards and forty-nine percent of the Hispanic students met high standards in mathematics.

Close examination of each content cluster indicates that grade five scored highest in all strands, with their strength being in Number Sense (sixty-seven percent) and their weakest area being in Patterns, Relationships & Algebra (fifty percent). Fourth Grade scored highest in Geometry (fifty percent) and needs most improvement in Algebraic Thinking and Data Analysis (forty-three percent). Third grade Geometry and Data Analysis (fifty-seven percent) and need improvement in Number Sense, Measurement and Algebraic Thinking (fifty percent). Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans will be 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.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students who did not meet Adequate Yearly Progress (AYP) will improve their mathematics skills as evidenced by sixty-two percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Continuous Improvement Model	0
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	8/20/2007	6/5/2008	Improve Public Perception	0
Utilize Title 1 mathematics resource teacher to provide staff development, mentor students and teachers, assist in school-wide planning, model mathematics lessons, assign and monitor existing resources, and conduct individual and small group instruction.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze student data via Edusoft, data analysis and provide on-going monitoring.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide in-house tutoring to the lowest twenty-five percent of the students in grade three through five during their special area classes using highly qualified paraprofessionals and teachers.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide and broadcast mathematics vocabulary school-wide over the Public Address System during morning announcements.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Education Innovation	0
Utilize technology programs in grades kindergarten through five to increase computation and application skills.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize Learning Today with English Language Learners to emphasis basic mathematical skills.	Principal, Assistant Principal, Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades kindergarten through five which involves teachers using data-driven decision making to identify students' strength and weaknesses.	Principal, Assistant Principals, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer school-wide developed Mathematics Pre – Post Test and assessments from the core Mathematics program to monitor progress and guide instruction to grades kindergarten through five.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide Extended Learning Services through before and after school tutoring for students in grades two through five in the sub group Hispanic and Economically Disadvantage.	Principal, Assistant Principal, Math Resource Teacher, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Conduct a Math Fair Night where students can participate in hands-on projects utilizing mathematical skills.	Principal, Assistant Principal, Math Coach, Community Involvement Specialist, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

### 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



# School Improvement Plan 2007-2008



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 2008 FCAT Mathematics Test.



## Writing Goal

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

#### *Florida Education Priorities*

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"/>

### Writing Statement

Writing

### Needs Assessment

Scores of the 2007 FCAT Writing+ Test indicate that forty-four percent of students in fourth grade met high standards in writing by scoring a 3.5 or higher. Scores of the Narrative Writing Test indicate that thirty-four percent of students in fourth grade have scored 3.5 or higher. Scores of the Expository Writing Test indicate that forty-nine percent of students in fourth grade have scored 3.5 or higher.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, English Language Learners who did not meet Adequate Yearly Progress (AYP) will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Hispanic students who did not meet Adequate Yearly Progress (AYP) will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students who did not meet Adequate Yearly Progress (AYP) will improve their writing skills as evidenced by a one percentage point increase in the number of students scoring at 3.5 and higher as documented by the administration of the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement individual conferencing and intervention sessions for all students including those scoring 1-3 for all subgroups including Hispanic, Economically Disadvantaged and English Language Learners.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	Improve Public Perception	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify ELL 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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer pre-test writing test in narrative and expository writing in fourth grade.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement and monitor a school developed instructional focus calendar, providing intensive, differentiated instruction using the six point rubric to evaluate writing tests and use CRISS strategies.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Recognize students in grades Kindergarten through five for their exceptional writing over the Closed circuit T.V. and provide them with certificates.	Principal, Assistant Principal	8/20/2007	6/5/2008	Education Innovation	0
Utilize Teach Me Writing a research based curriculum to teach narrative and expository writing for grades kindergarten through fifth grade.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	7000
Utilize the Continuous Improvement Model in grade kindergarten through five to conduct on-going analysis of data from administrations of monthly prompts, on-going formal and informal assessments or teacher assessments and District Pre-Post Tests.	Principal, Assistant Principals, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct a Writing Fair where students will display different styles of written works. (narratives, expository, poems, short stories, etc.)	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Improve Public Perception	0

### Research-Based Programs



# School Improvement Plan 2007-2008



The writing component of the Houghton Mifflin reading series.

## **Professional Development**

Citrus Grove Elementary School will provide teachers in grades kindergarten through five 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+ 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+ Test. Teachers will also be trained on the use of the Teach Me Writing Curriculum provided by the Reading Coaches.

## **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 2008 FCAT Writing+ Test.

## Science Goal

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

#### *Florida Education Priorities*

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"/>

### Science Statement

Science

### *Needs Assessment*

Scores on the 2007 FCAT Science Test indicate that twelve percent of fifth grade students met high standards in science. Close examination of each cluster indicates that Physical/Chemical, Life/Environmental and Scientific Thinking are areas of strength for fifth grade students. Students earned forty-two percent of the total possible points in these content areas. On the other hand, Earth/Space demonstrated to be an area of weakness for fifth grade students. Students earned forty percent of the total possible points in this area.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by thirty-seven percent reaching the state required mastery level as documented by scores of 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a school-wide Professional Development Day to provide teachers with instructional strategies that focus on the Sunshine State Standards and incorporating science content within the Reading/Language Arts curriculum through the use of non-fiction text.	Principal, Assistant Principals, Science Resource Teacher, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Infuse the science curriculum with hands-on activities and guest presentations.	Principal, Assistant Principals, Science Resource Teacher, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
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	8/20/2007	6/5/2008	Education Innovation	0
Provide all teachers with the Science item specifications from the Department of Education to ensure knowledge base of all benchmarks tested.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate the Scientific Process within each lesson to ensure all learners are participating in authentic activities that emphasize problem solving in grades K-5.	Principal, Assistant Principal, Science Resource Teacher, Science Teachers	8/20/2007	6/5/2008	Education Innovation	100
Disaggregate and analyze data to identify strengths and weaknesses of students in fifth grade and use the Continuous Improvement Model to conduct on-going analysis of data which involves teachers using data-driven decision making to identify students' strength and weaknesses.	Principal, Assistant Principals, Science Resource Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a Science Fair involving the entire school to enhance problem solving, cognitive thinking and the use of the scientific process.	Principal, Assistant Principals, Science Resource Teacher	8/20/2007	6/5/2008	Improve Public Perception	0
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	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Administer school-wide developed Pre-Post Science Tests in grades one through five.	Principal, Assistant Principal, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

### 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 using data to drive instruction, and integrating mathematics and science instruction. Deliveries of professional development include model lessons and follow-up activities to ensure transfer and application of newly learned strategies and techniques. 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 and Effective Use of FCAT Science grade five 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 2008 administration of the FCAT Science Test.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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"/>

### Parental Involvement 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. These parents are willing to help their children but lack the skills needed to extend the learning process to the home. Based on past attendance logs, only 20 parents take an active role as a school volunteer at Citrus Grove Elementary. 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 active registered parent volunteers from twenty parents that volunteer on a daily basis, to forty parents that will be volunteering daily at Citrus Grove Elementary in the 2007 - 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Print and distribute informational literature to parents in English and Spanish.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Distribute informative information by school calendar, e-mail, monthly newsletters and parent/student handbook to promote participation and attendance in school related activities.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
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	9/06/2007	9/06/2007	Improve Public Perception	0
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	8/20/2007	6/05/2008	Exchange Meaningful Information	0
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	8/20/2007	6/5/2008	Improve Public Perception	0
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	8/20/2007	6/5/2008	Education Innovation	0
Provide workshops on test-taking skills that will include hands-on activities during each quarter.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Facilitate parent trainings provided by the Parent Academy at our campus.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Conduct a Visit Campus Day to offer parents an opportunity to enroll their child in supplemental educational services.	Principal, Assistant Principal, Teachers	8/16/2007	8/17/2007	Exchange Meaningful Information	0

### 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 assessing the number of parents actively volunteering on a daily basis through the Title I Volunteer Log maintained by the Community Involvement Specialist.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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"/>

### **Discipline & Safety 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. The attendance rate is also important to provide students with a safe and orderly environment.

District quarterly attendance report data indicates that in the 2006-2007 school year the percent of student attendance was ninety-five percent, an increase of 0.37 percent from the previous year.

### Measurable Objective

Given increased emphasis on student attendance, attendance will improve as evidenced by a one percentage point increase when comparing the 2006-2007 to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that teachers are recording excused and unexcused absences properly through the Electronic Grade Book.	Principal, Assistant Principal	8/20/2007	6/5/2008	Truancy Prevention	0
Schedule and hold conferences with parents whenever a student has had five unexcused absences.	Principal, Assistant Principal, counselors	8/20/2007	6/5/2008	Truancy Prevention	0
Review and send home the school attendance policy in the student's home language.	Principal, Assistant Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide students with monthly incentives for perfect attendance.	Principal, Assistant Principal, Counselors	8/20/2007	6/5/2008	Education Innovation	0
Recognize students with perfect attendance the entire nine weeks at the awards assembly.	Principal, Assistant Principal, Counselors, Teachers	8/20/2007	6/5/2008	Truancy Prevention	0
Review monthly District attendance reports and provide those students with perfect attendance a special activity.	Principal, Assistant Principal	8/20/2007	6/5/2008	Truancy Prevention	0

### Research-Based Programs

None applicable.

### Professional Development

Teachers participate in training covering the importance of attendance record keeping, including the usage of the Electronic Grade Book for all attendance records. Parents will attend parent workshops and open house activities which outline the new district's 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.

## Technology Goal

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

#### *Florida Education Priorities*

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 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"/>

### Technology Statement

Technology

#### **Needs Assessment**

In an effort to ensure that all students are given the opportunity to have available to them the use of technology, classrooms are equipped with at least two student work stations. In addition, we have a school-wide Computer Lab and a Media Center available for our students. All computers have access to the Internet for the use of web-based education programs as well as installed academic software.

In 2006-2007, an average of four hundred and thirty students visited the Media Center/computer lab per week. During the 2007-2008 school year, all students at Citrus Grove Elementary School will have access to the computer lab. The school will use a number of programs to enhance reading, writing and math skills. Some examples of these programs are Accelerated Reader, Learning Today, FCAT Explorer, Waterford, Riverdeep as well as web-based programs.

### Measurable Objective

Given increased emphasis on the use of technology in education, one hundred percent of the classroom teachers in grades Kindergarten through five will visit the Computer Lab/Media Center for one and a half hours on a bi-monthly basis as evidenced by the Computer Lab/Media Center schedules to use academic related software and web-based programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize interactive technology programs to increase mathematics computation and application skills in grade Kindergarten through grade five.	Principal, Assistant Principals, Computer Lab Specialist, Library Media, Microsystems Technician, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Involve all students with interactive technology based activities to improve the writing process.	Principal, Assistant Principals, Library Media Specialist, Microsystems Technician, Teachers	8/20/2007	6/5/2008	Education Innovation	0
Utilize programs such as Learning Today, FCAT Explorer and Riverdeep programs in grades Kindergarten through five.	Principal, Assistant Principals, Computer Lab Specialist, Library Media Specialist, Microsystems Technician, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Riverdeep  
 Learning Today  
 Accelerated Reader  
 Waterford  
 FCAT Explorer

### 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 reports produced by our research-based programs and computer lab logs.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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*

#### *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"/>

### **Health & Physical Fitness Statement**

Health and Physical Fitness

#### ***Needs Assessment***

Scores on the 2006-2007 FITNESSGRAM indicate that fifty-nine percent of grades four and five achieved at or above mastery level. Opportunity for improvement for 2007-2008 will be increasing the number of Silver and Gold recipients specifically focusing on the thirty-five percent of students who did not achieve mastery level on the 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 fifty-nine percent to a minimum of sixty-five percent of the students achieving mastery on the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate health and nutrition elements in the physical fitness program.	Principal, Assistant Principal, Physical Education Coaches	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Utilize the FITNESSGRAM and administer a pre-test to determine baseline measures. Compare pre- and post-test data to measure student improvement.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate reading, writing, mathematics, and science into the Physical Education curriculum.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Elementary Physical Education FCAT Manual to develop classroom and home learning assignments.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
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 Principal, Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0

### 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 2007-2008 FITNESSGRAM.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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*

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"/>

### **Electives & Special Areas 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 the Arts. In the 2006-2007 school, Citrus Grove Elementary participated in three regional Art contests and three Arts related field trips.



### 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 to four and the number of Art related field trips will increase to five for the 2007-2008 school year as evident by the participation log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote student participation in Miami-Dade County Public Schools art contests.	Principal, Assistant Principals, Art Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide students with cultural experiences via school wide field trips and special projects.	Principal, Assistant Principals, Art Teachers,	8/20/2007	6/5/2008	Academic Enrichment Opportunities	1000
Ongoing displays of students' art work as created through multicultural events and activities.	Principal, Assistant Principals, Art Teachers	8/20/2007	6/5/2008	Diversity & Educational Equity	1000

### Research-Based Programs

Not Applicable

### Professional Development

The Art teachers will be encouraged to participate in Regional Center, district, and state level professional development, conferences and activities as they relate to the Visual Arts Curriculum and the delivery of the same.

### Evaluation

The final data for evaluation will consist of students' participation in District wide art exhibitions. Students will create and maintain an art portfolio that will include at least four pieces of original artwork, pre written self assessment for each work utilizing acquired art vocabulary and applied techniques.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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"/>

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

### **Return On Investment 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-ninth percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify lowest quartile students in August and provide additional assistance to improve learning gains.	Principal, Assistant Principal, Reading Coaches Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase participation in programs provided by the Florida Department of Education, such as FCAT Explorer and Florida Achieves	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide strategies to parents for their students' academic improvement.	Principal, Assistant Principal, Community Specialist, Teachers	8/20/2007	6/5/2008	Improve Public Perception	10
Dissaggregate data to find more effective educational strategies that fit the needs of the students and staff.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to provide high quality teacher professional development and monitor implementation.	Principal, Assistant Principals	8/20/2007	6/20/2008	District-wide Literacy Plan	0
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal and Assistant Principal	8/20/2007	6/5/2008	Succession Management	0
Purchase research based materials.	Principal, Assistant Principal	8/20/2007	6/5/2008	Succession Management	0
Utilize school and district in-service training.	Principal, Assistant Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Use purchased programs effectively and increase participation.	Principal and Assistant Principal	8/20/2007	6/5/2008	Succession Management	0

### 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-ninth percentile.

**EESAC Compliance**

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

**Budget:**

The 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 student incentives to increase student attendance.

**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 Improvement Plan 2007-2008



## **School Safety & Discipline:**

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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	2100
Mathematics	0
Writing	7000
Science	100
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	10
<b>Total</b>	<b>11210</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*