

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Citrus Grove Middle School (6091)

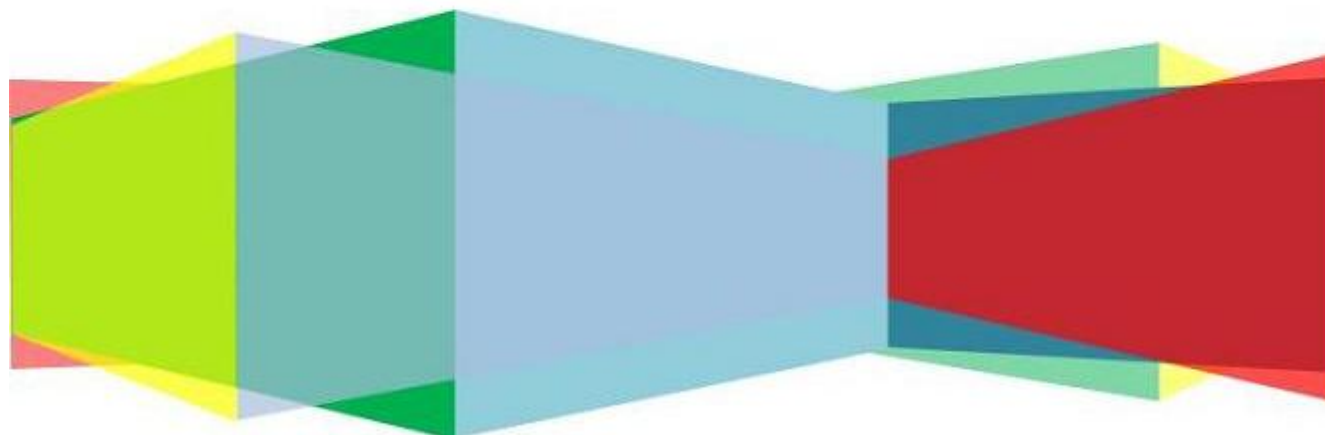
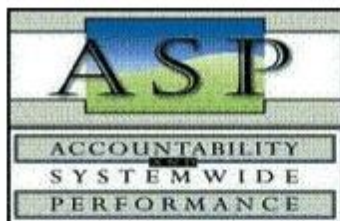
Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Emirce Ladaga

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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

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

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

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, African American students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Economically Disadvantaged students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards Limited English Proficient students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent achieving at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics performance as evidenced by 62 percent scoring Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 40 percent achieving Level 3 or higher on the administration of 2008 FCAT Science test.

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

Given the implementation of a progressive discipline plan, we will achieve a one percent reduction in the number of indoor/outdoor suspensions in the 2007-2008 school year.

Citrus Grove Middle School will implement a revised technology plan to move from the digital immigrant stage of technology into the digital native stage of technology.

Given instruction using the Sunshine State Standards, students in grade six through eight will achieve a ten percent increase in the number of award recipients as measured by the FITNESSGRAM when compared to results of the 2006-2007 administration.

To increase the passing rate of students registered in the Art elective at Citrus Grove Middle School. The 2006-2007 electronic gradebook and ISIS will show an increase of 15% passing final grades for all students registered in a Art.

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

The Organizational Performance Improvement Snapshot (OPIS) assessment indicated significantly favorable results in all areas with 84% of all responses in agreement. Overall, results for all seven major categories surveyed ranged from 4.0 to 4.3 on a scale ranging from one to five with one being the lowest. The lowest results to be addressed fall under the Process Management Category. The average score for this category was a 4.1. There were two areas which we found an opportunity for improvement within Process Management. "I know how well my work location is doing financially" rated a 3.5 and "My work location removes things that get in the way of progress" rated a 3.9. These areas of need will be addressed throughout the year via discussions through several venues: PTSA, EESAC and faculty meetings.



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.

6091 - CITRUS GROVE MIDDLE SCHOOL

VISION

VISION: Believing that all students can learn, our vision is to challenge students with a rigorous curriculum and enriching experiences in order to prepare them constructively participate in the society of their time.

MISSION: To teach all children to read, write, think, compute, speak well, love the arts, and behave in socially acceptable ways in order to become economically independent contributing members of society.

MISSION

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

CORE VALUES

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

School Demographics

Citrus Grove Middle School, located at 2153 N.W. 3 Street in central Miami-Dade, serves a multi-ethnic and multi-cultural student body and community. Citrus Grove Middle School is home to approximately 1,015 students of all curriculum groups. Standard curriculum students compose approximately 67 percent of the total student body. Students With Disabilities (SWD) comprise 15 percent of the population; this does not include the 45 students in the gifted program. Currently, there are 95 students identified as Learning Disabled, 20 Trainable Mentally Handicapped, 4 Emotional Handicapped, 9 Educable Mentally Handicapped, 1 Speech Impaired, 2 Hearing Impaired, 8 Orthopedically Impaired, 12 with other Health Impaired exceptionalities, and 13 students with Autism.

There are 179 students in the English Speakers of Other Languages (ESOL) program; this accounts for 18 percent of our school population. Within the ESOL population, there are 39 level 1 students, 53 level 2 students, 28 level 3 students, and 59 level 4 students. The ethnic/racial composition of the school is 93 percent Hispanic, 6 percent African-American, 1 percent White Non-Hispanic, and less than 1 percent Asian/other. Ninety-two percent of the total population is economically disadvantaged and is eligible for free or reduced lunch. The average daily attendance for the 2006-2007 school year was 93.10 percent, and the mobility rate is 31%. Results on the 2007 FCAT indicate that in sixth grade, 69 and 79 percent of students scored below state mastery level in reading and mathematics respectively. In seventh grade, 65 and 64 percent of students scored below state mastery level in reading and mathematics respectively. And in eighth grade, 77 and 64 percent of students scored below state master level in reading and mathematics respectively. Additionally, 30 and 88 percent of eighth graders scored below state mastery level in writing and science respectively.

This is the fifth consecutive year Citrus Grove Middle does not make Adequately Yearly Progress (AYP).

School Foundation

Leadership:

The survey revealed that Leadership earned a rating of 4.2 on a one to five scale with five being the highest score. An area which we found an opportunity for improvement was the staff's need for knowing the schools mission. Leadership was one of the three highest rated items on the 2006-2007 Organizational Performance Improvement Snapshot (OPIS) assessment as completed by 90% of the school staff.

District Strategic Planning Alignment:

The survey revealed that staff rated this category at a 4.0. The staff expressed an opportunity for growth with a 4.0 rating to the statement, "I know the parts of my work location's plans that will affect me and my work". The survey indicates that employees would like cooperate and work as a team.

Stakeholder Engagement:

The survey revealed the level of satisfaction of its customers received a rating of 4.3. An area where we found an opportunity for improvement is the need for asking the customers if they are satisfied or dissatisfied with my work.

Faculty & Staff:

The survey revealed the existence and impact of a team approach to the overall function of the school with a total rating 4.0. The staff survey indicates that there is a team approach to the overall function of the school. On a scale of one to five, at a rating of 4.1, the staff responded that they strongly agree or agree with all items in this section. The staff expressed an opportunity for growth with a 4.0 rating to the statement, "I have a safe work place".

Data/Information/Knowledge Management:

The survey revealed the average rating for these indicators was 4.4. School leadership utilizes data to monitor the progress of its employees and school functions. Ranked as one of the highest indicators, measurement, analysis, and knowledge management is of extreme importance at Citrus Grove Middle School. The staff expressed an opportunity for growth with a 4.1 rating to the statement, "I get the information I need to know about how my work location is doing".

Education Design:

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

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

All teachers take part in professional development offered by school, District and State personnel in the area of differentiated instruction. Learning styles and modes are addressed and supported through the efforts of the school reading coaches by modeling and mentoring. Teachers are assisted in adjusting content, process, and product in response to student readiness, interests, and learning profile. Staff development opportunities for teachers focus on understanding, appreciating, and building upon student differences. Cooperative learning, flexible grouping practices, challenges found in the heterogeneous classroom and CRISS strategies are also addressed.

Disaggregated Data :

Utilizing the 2007 FCAT results as well as other formal and informal assessments, the school leadership team analyzes school grade data, student achievement data, and individual teacher data to make informed decisions regarding instructional delivery and student learning. The use of Edusoft and the implementation of the Florida Continuous Improvement Model will enable the leadership team to review and analyze disaggregated data from the district's interim assessments, school departmental assessments and teacher-made tests to make decisions regarding teaching and student learning. Data will be shared with staff members at faculty, grade level team, departmental, and EESAC meetings. Reading coaches will use the analysis of the data to assist teachers in aligning instruction with student needs.

To introduce the entire school staff into the vital steps important to the implementation of the Florida Continuous Improvement Model, teachers will participate in a hands-on activity at the beginning of the school year through their departments.

Informal and Formal Assessments:

Formal District mandated quarterly assessments will be utilized to gauge student progress by strand. In order to determine Sunshine State Standard areas of strengths and weaknesses and which students need assistance with to remediate, informal teacher-made tests will be administered on a bi-weekly basis in order to ascertain student mastery of benchmarks.

Formal:

- *FCAT in March
- *District interim FCAT assessments

Informal:

- *In-school or departmental assessments – ongoing
- *Teacher-made tests -- ongoing
- *Progress monitoring through bi-weekly or tri-weekly assessments as part of the Florida Continuous Improvement Model
- *Journals to provide writing samples -- ongoing
- *Math activity sheets aligned to SSS benchmarks -- ongoing
- *Observation and questioning for keeping track and checking-up -- ongoing

Alternative Instructional Delivery Methods :

Aside from whole group instruction, alternative instructional delivery methods to be utilized include: centers, cooperative learning, computer based instruction, peer teaching, and differentiated instruction. Methods utilized will be determined by lesson constraints and needs as well as available resources and complexity of material to be mastered. No one method will be used exclusively for the purpose of remediation, acceleration, or enrichment.

- *Intensive Reading Courses- Read 180 and Reading Plus
- *Intensive Math Courses- Grade Level specific textbooks
- *Use of multiple texts and supplementary materials
- *FCAT Explorer
- *One-to-one individual teacher instruction
- *Interest or learning centers in the classroom
- *Hands-on instructional activities
- *Peer tutoring
- *Cooperative Learning Groups with flexible grouping practices to allow for a differentiated classroom.

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction - Reading, Mathematics, Writing and Science Sections
 Responsibility of Teaching Reading for Every Teacher - Reading Section
 Quality Professional Development for Teachers and Leaders - Quality Staff
 Small Learning Communities (SLC) - Writing Section
 Intensive Intervention in Reading and Mathematics - Reading and Mathematics Sections
 Course Choice Based on Student Goals/Interests/Talent - Writing Section
 Master Schedules Based on Student Needs - CRP Related Items
 Parental Access and Support - Parental Involvement Section
 Applied and Integrated Courses - Writing Section
 Academic and Career Planning - Writing Section

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

To improve reading skills for all students.

Needs Assessment

The 2007 FCAT Reading scores indicate that 36 percent of students in grades six through eight scored a Level 3 or higher. Sixty-one percent of students in grade six scored at Levels 1 and 2, and 39 percent met high standards by scoring at Level 3 or higher. Sixth graders scored highest in the Words/Phrases content cluster, with 70 percent correct. The lowest content cluster was Reference and Research, with 57 percent correct. FCAT Reading scores for grade seven indicate that 58 percent of students in grade seven scored at Levels 1 and 2, and 42 percent scored at Levels 3 or higher. Seventh graders scored highest in the Main Idea/Author's Purpose content cluster, with 68 percent correct. The lowest content cluster was Reference and Research, with 57 percent correct. FCAT Reading scores for students in grade eight indicate that 71 percent of students scored at Levels 1 and 2 and that 29 percent scored at Level 3 or higher. Eighth graders scored highest in the Main Idea/Author's Purpose content cluster, with 50 percent correct. The lowest content cluster for eighth graders was Reference/Research, with 38 percent correct. An analysis of reading data for grades six through eight indicates that Reference/Research is the content clusters of greatest deficiency.

Analysis of the school's demographics indicate that the following subgroups did not meet adequate yearly progress and are to be addressed in the objectives: Total, African-American, Hispanic, Economically Disadvantaged, Limited English Proficient and Students with Disabilities. Fifty-two percent of all students and 62 percent of students in the bottom quartile made learning gains on the 2007 FCAT Reading. The percent of proficient students from 2005-2006 and 2006 -2007 decreased from 38 to 36 percent.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, African American students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Economically Disadvantaged students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards Limited English Proficient students will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading performance as evidenced by 58 percent achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the Oral Reading Fluency Proficiency test to those students not making significant gains on the FORF probe in order to drive instruction.	Principal, Reading Coaches, Assistant Principal of Curriculum, ST2 Team	8/20/07	6/05/08	Other/ Not Applicable	0
Monitor implementation of STAR, FCAT Explorer, and Accelerated Reader in order to drive instruction.	Principal, Reading Coaches, Assistant Principal Curriculum, Media Center Specialist, Reading and Language Arts Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Schedule FCAT Level 1 students reading two grades below in grade six through eight in Intensive Reading Plus classes .	Principal, Reading Coach, Assistant Principal Curriculum	8/20/07	6/05/08	Other/ Not Applicable	0
Enroll all students scoring at FCAT Levels 1 and 2 into an intensive reading course, provide hands-on computer opportunities focusing on specific student deficiencies, and monitor implementation through interim assessments.	Principal, Reading Coaches, Assistant Principal for Curriculum, Reading Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Register all students scoring an FCAT Level 1 into Read 180 Intensive Reading Courses, and all FCAT Level 2 will receive instruction with Read XL.	Principal, Assistant Principal of Curriculum, Student Services, Reading Coaches.	8/20/07	6/05/08	Other/ Not Applicable	0
Maintain core subject area curriculum maps and use curriculum pacing guides to align the curriculum with the Sunshine State Standards and design instructional activities, assessments, and intervention strategies to be implemented through lesson plans.	Principal, Reading Coaches, Assistant Principal Curriculum, Reading Teachers	8/20/07	6/05/08	Other/ Not Applicable	5000
Develop and implement a school-wide timeline (instructional focus calendar) and monitor teacher implementation of instructional focus calendar.	Principal, Reading Coaches, Assistant Principal Curriculum, Reading Teachers	6/01/07	6/05/08	Other/ Not Applicable	1000
Implement a diagnostic/prescriptive intervention tutorial program during, after school, and on Saturdays to address the specific reading deficiencies of all students desiring additional assistance and provide incentives to encourage attendance.	Principal, Reading Coaches, Assistant Principal Curriculum, Reading Teachers, Language Arts Teachers	10/06/07	3/01/08	Other/ Not Applicable	5000
Administer the FORF to all FCAT Level 1 and 2 students in reading classes three times during the 2007-08 school year in order to drive instruction.	Principal, Reading Coaches, Assistant Principal Curriculum	9/10/07	4/14/08	Other/ Not Applicable	0



School Improvement Plan 2007-2008



Research-Based Programs

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

Professional Development

(1) Provide training in the implementation of the Eight-Step Continuous Improvement Model to all teachers. (2) Provide access and training for Web Student Performance Indicator (WSPI) for all teachers and conduct classroom sessions, test-talks, with students to enable them to see individualized data and to set academic goals for the year. (3) Train teachers to align classroom instruction with tested FCAT reading benchmarks, seek for trends in content clusters, use curriculum pacing guides, and use student achievement data to drive instruction. (4) Schedule Literacy Council Meetings on a monthly basis to encourage incentives, regularly visit active data, document literacy initiatives using the continuous improvement model (CIM). Continue to train all teachers in the use of Reciprocal Teaching and Creating Independence through Student-owned Strategies (CRISS).

Evaluation

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

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

To improve mathematics skills for all students.

Needs Assessment

The 2007 FCAT Mathematics scores indicate that 38 percent of students in grades six through eight scored a Level 3 or higher. Seventy-three percent of sixth grade students scored at Levels 1 and 2 and 27 percent scored at Level 3 or higher. Sixth graders scored highest in the Geometry and Data Analysis content cluster, with 44 percent correct. Fifty-eight percent of seventh grade students scored at levels 1 and 2 and 42 percent scored at Level 3 or higher. Seventh graders scored highest in the Geometry content cluster, with 50 percent correct. Fifty-eight percent of eighth grade students scored at Levels 1 and 2 and 42 percent scored at Level 3 or higher. Eighth graders scored highest in the Number Sense and Measurement content clusters, with 42 percent correct in each. An assessment of data indicates that 62 percent of students in grades 6 through 8 are not performing proficiently in mathematics. Specifically, the needs assessment indicates that while students require intense remediation in all the tested benchmarks, there are opportunities for growth in the following: in the sixth grade, Algebraic Thinking scored 25 percent correct; in seventh grade, Measurement scored 33 percent correct, and; in the eighth grade, Algebraic Thinking scored 25 percent correct.

Analysis of the school's demographics indicate that the following subgroups did not meet adequate yearly progress and are to be addressed in the objectives: Total, African-American, Hispanic, Economically Disadvantaged, Limited English Proficient and Students with Disabilities. Fifty-nine percent of all students and 60 percent of students in the bottom quartile made learning gains on the 2007 FCAT Mathematics. The percent of proficient students from 2005-2006 and 2006-2007 remained the same at 38.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent achieving at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics performance as evidenced by 62 percent scoring Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

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Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by 62 percent achieving Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish common planning time to maximize instructional effectiveness.	Principal, Mathematics Teachers, Assistant Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Schedule all FCAT Achievement Level 1 students in grades six through eight in intensive mathematics classes.	Principal, Assistant Principal Curriculum	8/20/07	6/05/08	Other/ Not Applicable	0
Identify potential students to participate in advanced mathematics courses and provide support services to assure student success in such courses.	Principal, Mathematics Chairperson, Student Services	4/01/07	6/05/08	Other/ Not Applicable	0
Provide in-school enrichment opportunities to FCAT Achievement Level 3 or higher students.	Principal, Mathematics Chairperson, Mathematics Teachers, Assistant Principal	1/07/07	6/05/08	Other/ Not Applicable	0
Implement a diagnostic/ prescriptive intervention tutorial program during, after school, and on Saturdays to address the student mathematics deficiencies and offer incentives to encourage attendance.	Principal, Assistant Principal for Curriculum, Mathematics Department chairperson, Math Teachers	10/6/07	2/15/08	Other/ Not Applicable	5000
Schedule all Level 1 students into an Intensive Math class.	Principal, Assistant Principal for curriculum, student services personnel	8/20/07	6/05/08	Other/ Not Applicable	0
Schedule in-content lab visits. Science, Mathematics and Reading will regularly use lab settings for enrichment tutorials and essential labs.	Principal, Mathematics Chairperson, Mathematics Teachers, Assistant Principal Curriculum	9/17/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Glencoe Mathematics Applications and Concepts

Professional Development

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



School Improvement Plan 2007-2008



Evaluation

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

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

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

Writing Statement

Eighth grade students will increase writing scores on the 2008 FCAT Writing+ test.

Needs Assessment

The 2007 FCAT Writing+ scores revealed that 79 percent of students scored 3.5 or higher; that is five percentage points above the previous school year. Professional development will be provided to all teachers on the writing process and rubric criteria practices and will be expanded across all subjects and grades. Monthly persuasive and expository prompts will be administered to students to prepare them to achieve mastery level.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student writing through daily journals and prompts.	Principal, All Teachers, Assistant Principal	8/14/06	5/30/07	Other/ Not Applicable	0
Develop diagnostic writing pre- and post-tests for all students in preparation for the FCAT Writing+ using both expository and persuasive prompts.	Principal, Language Arts Teachers, Assistant Principal for Curriculum	8/14/06	5/30/07	Other/ Not Applicable	0
Administer quarterly assessment using Write Traits model.	Principal, Mathematics, Language Arts Teachers, Assistant Principal for Curriculum	8/14/06	5/30/07	Other/ Not Applicable	0
Provide students practice using graphic organizers to assist with the planning process.	Principal, Language Arts Teachers, Language Arts Chairperson, Assistant Principal	8/14/06	5/30/07	Other/ Not Applicable	0
Implement research-based writing strategies (i.e. CRISS) and assess across the curriculum to address all subgroups.	Principal, All Teachers, Assistant Principal	8/14/06	5/30/07	Other/ Not Applicable	0
Implement a diagnostic prescriptive intervention tutorial program during, after school, and on Saturdays to address the reading deficiencies of all students desiring additional assistance and offer incentives to encourage attendance.	Principal, Language Arts Department Chair, Assistant Principal for Curriculum, Language Arts Teachers	1/20/07	2/24/07	Other/ Not Applicable	1000

Research-Based Programs

Write Traits, Teenbiz by Achieve 3000

Professional Development

Rubric grading and "voice" writing workshops for all teachers. Continuous Literacy Council focus on writing and the use of Tier 2 and Tier 3 words daily.

Evaluation

2008 FCAT Writing+ results, School wide writing assessments (pre and post), monthly writing assessments through language art classes.

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

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

Science Statement

To improve science process skills of all students.

Needs Assessment

The 2007 FCAT Science scores indicate that 85 percent of students in grade eight scored at Levels 1 and 2, and 15 percent met high standards by scoring at Level 3 or higher. Eighth graders scored highest in the Earth Space and Scientific Thinking content clusters, with 42 percent correct in each. The lowest content cluster was Physical and Chemical, with 29 percent correct.

An opportunity for improvement exists in all areas and based on this information, the following needs have been prioritized for the 2007-2008 school year: (1) increase professional development for all science teachers; (2) expansion of enrichment through after school tutorials to include science; (3) curriculum maps and guides; and (4) a systematic, interdisciplinary approach to writing instruction among all departments.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 40 percent achieving Level 3 or higher on the administration of 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide common planning time for science teachers to facilitate professional development and the sharing of best practices to foster collegial conversations about student performance.	Principal, Assistant Principal, Science Chairperson	8/20/07	6/05/08	Other/ Not Applicable	0
Increase the use of computer-based programs to enhance project based activities such as: River Deep and FCAT Explorer, Reading Plus, TeenBiz3000.	Principal, Science Teachers, Assistant Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Create departmental instructional framework for utilizing the two-hour block by incorporating CRISS strategies to increasing student comprehension of science content.	Principal, Assistant Principal, Science Department Chairperson, Science Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Administer school-site based interim assessments and analyze data to target all subgroups in need of remediation.	Principal, Assistant Principal, Science Chairperson	8/20/07	6/05/08	Other/ Not Applicable	0
Monitor the implementation pacing guides and instructional focus calendars across the curriculum to ensure all Sunshine State Standards and benchmarks are addressed.	Principal, Assistant Principal Curriculum, Science Chairperson	8/20/07	6/05/08	Other/ Not Applicable	2000
Conduct mandatory essential laboratory hands-on activities using inquiry-based thinking skills in a laboratory setting for all Science teachers.	Principal, Science Chairperson, Science Teachers, Assistant Principal	9/17/07	5/30/08	Other/ Not Applicable	3000
Implement a diagnostic/ prescriptive intervention tutorial program during, on Saturdays to address the reading deficiencies of students in all grade levels desiring additional assistance by offering hands-on laboratory experiences and incentives.	Principal, Science Department Chairperson, Assistant Principal for curriculum, Science Teachers	8/06/07	2/24/08	Other/ Not Applicable	1000

Research-Based Programs

Glencoe and Riverdeep

Professional Development

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

Evaluation

Scores of the 2008 FCAT Science Test, 2007-2008 interim assessment results.

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

To increase parental involvement at Citrus Grove Middle School.

Needs Assessment

During 2006-2007, records indicate that on average five parents were present at EESAC meetings. During the 2007-2008 school year records will show an increase by one parent at EESAC meetings. Citrus Grove Middle School parents are interested in the academic achievement of their children. To maintain this rising trend, efforts are being made to increase parent involvement in the following: (1) EESAC participation; (2) academic and extracurricular programs; (3) workshops for parents to promote a learning environment at home; (4) networking with the community involvement specialist; and (5) participation in the Parent Academy and the school Parent Resource Center.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote PTSA and EESAC meetings to increase parental involvement in school-wide planning.	Principal, EESAC members, PTSA president	8/14/06	5/30/07	Other/ Not Applicable	0
Distribute communications in students' home language promoting school-wide activities.	Principal, Assistant Principals	8/14/06	5/30/07	Other/ Not Applicable	0
Provide strategies for parent use to support reading, mathematics, writing, and science through workshops and increase awareness regarding parent outreach opportunities.	Principal, Assistant Principal Curriculum	8/14/06	5/30/07	Other/ Not Applicable	0
Provide students with agendas to improve students' organizational and time management skills.	Principal, Assistant Principals	8/14/07	5/30/07	Other/ Not Applicable	0
Encourage parents to attend weekly parent conferences to monitor student progress.	All staff, Principal, Assistant Principals	8/14/06	5/30/07	Other/ Not Applicable	0
Provide Home Language Bilingual Parent inservices addressing pertinent community concerns and initiatives through the M-DCPS Bilingual Program via monthly Thursday evening meetings.	Principal, Assistant Principal for Curriculum, ESOL department chairperson, ESOL teacher	10/19/06	5/30/07	Other/ Not Applicable	0
Provide parents with information and access to feeder pattern Parent Academy workshops.	Principal, Assistant Principals, PTSA president, EESAC president, All staff	9/14/06	5/30/07	Other/ Not Applicable	2000
Contact parents daily through (Connect-ED) automated system regarding absences.	Principal, Assistant Principals	8/14/06	5/30/07	Other/ Not Applicable	0

Research-Based Programs

PTSA - National Standards for Parent and Family Involvement Programs

Professional Development

Not Applicable

Evaluation

EESAC and Community Involvement Specialist attendance rosters and records.

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

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

Discipline & Safety Statement

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

Needs Assessment

Citrus Grove Middle School will increase the reduction of outdoor suspensions by five percent. The use of effective intervention strategies will create a safe and orderly environment.

Measurable Objective

Given the implementation of a progressive discipline plan, we will achieve a one percent reduction in the number of indoor/outdoor suspensions in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor retained students, via meetings, weekly progress reports and continuous counseling.	Student Services, Grade-level Administrator	8/14/06	5/30/07	Other/ Not Applicable	0
Appropriately counsel students who have a high number of indoor/outdoor suspensions.	Principal, Student Services, Assistant Principal	8/14/06	5/30/07	Other/ Not Applicable	0
Implement an exclusion policy to assure students serve time in the Student Center for Special Instruction (SCSI) for partial periods as opposed to the whole day.	Principal, Exclusion Committee, Assistant Principal	8/14/06	5/30/07	Other/ Not Applicable	0
Schedule quarterly meetings with the Administration and Student Services to monitor the number of indoor/outdoor suspensions and review attendance.	Principal, Assistant Principals, Student Services	8/14/06	5/30/07	Other/ Not Applicable	0
Establish a detention and work detail policy to decrease inappropriate behavior and suspensions.	Principal, Assistant Principals, SCSI Instructor, All Teachers	8/14/06	5/30/07	Other/ Not Applicable	0

Research-Based Programs

Not applicable

Professional Development

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

Evaluation

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

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

Miami-Dade County Public Schools

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

Technology Statement

Increase school-wide use of technology.

Needs Assessment

Citrus Grove Middle has created an e-curriculum plan for key subjects such as reading, mathematics, science, and writing; ensuring individual ownership and accountability by teachers, students, program facilitators, paraprofessionals and administrators. Technology Goals for Citrus Grove 2007-2008 include:
 (1) Two separate working labs with a full time paraprofessional, a student schedule for Reading, Math and Science weekly enrichment. All equipped with technology ranging from desktops, access to student portal usage. Laboratory enrichment will follow pacing guides and essential labs for Science. (2) Promethean boards used by a model classroom teacher to enhance curriculum presentation. (3) Gizmos used in Science to promote hands on technology via Science. (4) Hand held devices for Physical Education teachers. (5) Computer projectors to enhance presentation, encourage use of power points to compliment and/or replace large group lectures. (6) Fidelity to the Read 180, Reading Plus+ for Intensive reading Students. (7) Grant Implemented writing technology tutorial program called Teen Biz used in developmental ELL classrooms. (8) Daily use of the television for enhancing the "Word of the Day" initiative. (9) Teacher, Parent and Student portal usage. (10) Connect Ed to make necessary phone calls to parents. (11) E-Grade book linked to the parent portal for more accountability and communication between teacher, parent and student. (12) Use of Electronic Mail on a daily basis.

Measurable Objective

Citrus Grove Middle School will implement a revised technology plan to move from the digital immigrant stage of technology into the digital native stage of technology.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a model teaching classroom with the use of a Promethean Board.	Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Improve the preparation of beginning teachers in the use of technology.	Principal, Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Provide open access to all staff in the Media Center for computer use.	Principal, Assistant Principal, Media Specialist	8/20/07	6/05/08	Other/ Not Applicable	0
Engage teachers in collaborative planning to include computer based programs to increase student and teacher use of technology.	Principal, Assistant Principal Curriculum	8/20/07	6/05/08	Other/ Not Applicable	0
Conduct a needs assessment for the faculty and staff.	Principal, Assistant Principal, Media Specialist	9/10/07	6/05/08	Other/ Not Applicable	0
Encourage Media Center visits during the day and after school in order to have access to computers.	Principal, Assistant Principal of Curriculum	8/20/07	6/04/08	Other/ Not Applicable	2000
Implement and monitor a daily schedule for language arts and mathematics classes to use the computer lab for FCAT Explorer and Compass Learning.	Principal, Assistant Principal Curriculum	8/20/07	6/20/08	Other/ Not Applicable	0
Provide teachers with workshops on programs such as FCAT Explorer, RiverDeep, Atomic Learning and Accelerated Reader.	Principal, Assistant Principal Curriculum	8/20/07	5/30/08	Other/ Not Applicable	1500

Research-Based Programs

PLATO, Compass Learning, TeenBiz, FCAT explorer, EDUSOFT

Professional Development

At Citrus Middle our students will learn with and from our technology. It will serve in many facets ranging from computerized tutorial services that increase basic skills to applications which serve as resource tools. Tools which will assist teachers in producing higher order thinking, and visually stimulating teaching strategies. Our technology will not supplement instruction; instead it will introduce methods of "self-study" and create options for students to take ownership for their education via the following technology opportunities: 1. Provide training to all teachers in the effective use of technology within the classroom. 2. Provide inservices for all instructional staff on the electronic gradebook.

Evaluation

Data reports from all three research based programs.

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 checked="" type="checkbox"/>

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

Health & Physical Fitness Statement

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

Needs Assessment

During 2007-2008, Citrus Grove Middle School tested twenty-two percent of students in grades six through eight of which fifty-two percent were award winners. These results indicate a need for increased student physical activity. During the 2007-2008 school year sixty-two percent of students registered in Physical Education will meet the standards for the silver or Gold award for the Fitness gram Fitness test. This is an increase of 10% from the previous year's results.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade six through eight will achieve a ten percent increase in the number of award recipients as measured by the FITNESSGRAM when compared to results of the 2006-2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor cafeteria offerings to ensure healthy choices are offered.	Principal, Cafeteria Manager	8/20/07	6/05/08	Other/ Not Applicable	0
Develop an action plan for school to insure input from the department to meet the goals and objectives as stated.	Elective Department Chairperson, Physical Education Teachers, Assistant Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teachers, Assistant Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize the FITNESSGRAM, to administer a pre-test to determine baseline measures.	Physical Education Teachers, Assistant Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Schedule all sixth grade students into Physical Education classes	Assistant Principal for Curriculum, 6th grade counselor	8/20/07	6/05/08	Other/ Not Applicable	0
Implement a Health class offered as a half semester course by the physical education teacher.	Physical Education Teacher, Assistant Principal, Principal	8/20/07	6/05/08	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Workshops offered by the Division of Life Skills.

Evaluation

2007-2008 FITNESSGRAM post-test results will be compared to pre-test.

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

Electives & Special Areas Statement

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

Needs Assessment

Sixth through eighth grade students at Citrus Grove Middle School scheduled for the Art elective earned a passing final grade at a rate of eighty-three percent for the 2006-2007 school year. A greater focus on Art appreciation and value are necessary components to improve the passing rate of students in Art.

Measurable Objective

To increase the passing rate of students registered in the Art elective at Citrus Grove Middle School. The 2006-2007 electronic gradebook and ISIS will show an increase of 15% passing final grades for all students registered in a Art.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students in comparing the role of the artist and the use of art in different cultures.	Principal, Assistant Principal, Art teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Provide opportunities for students to critique, describe, analyze, and judge art work both orally and in written form.	Principal, Assistant Principal, Art Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Provide opportunities for students to apply different media, techniques and process in art classes to increase their analytical thinking skills.	Principal, Assistant Principal, Art Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Provide opportunities for students to describe art work as reflective of political, technological, religious and social climates.	Principal, Assistant Principal, Art Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Provide opportunities for students to develop personal art values (originality vs. copying).	Principal, Assistant Principal, Art Teacher	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Electronic Gradebook

Professional Development

Provided through the Division of Life Skills

Evaluation

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

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
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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

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/20/07	6/04/08	Other/ Not Applicable	0
Monitor expenditures of Title I monies.	Principal, Assistant Principals	8/20/07	6/04/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources by taking advantage of a broader resource base.	Principal, Assistant Principals	8/20/07	6/04/08	Other/ Not Applicable	0
Consider shared use of facilities by partnering with community agencies.	Principal, Assistant Principals	8/20/07	6/04/08	Other/ Not Applicable	0
Monitor expenditures of the Student Achievement Enhancement Fund.	Principal, Assistant Principals	8/20/07	6/04/08	Other/ Not Applicable	0
Collaborate with the District on resource allocations.	Principal, Assistant Principals	8/20/07	6/04/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

Graduation (High Schools Only) 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Graduation (High Schools Only) Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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



School Improvement Plan 2007-2008



School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	11000
Mathematics	5000
Writing	1000
Science	6000
Parental Involvement	2000
Discipline & Safety	0
Technology	3500
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	28500



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