



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Citrus Grove Middle School

2153 NW 3RD ST

Miami, FL 33125

305-642-5055

<http://citrus.dadeschools.net/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
97%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
C

2012-13
D

2011-12
D

2010-11
C

2009-10
D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED	
Prevent	5	Gayle Sitter	
Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Citrus Grove Middle School

Principal

Cory R. Rodriguez

School Advisory Council chair

Carlos Sala

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cory R. Rodriguez	Principal
Kelly Apolinar	Assistant Principal
Madelyn Almeida	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Ms. Rodriguez, Principal
 Mr. Fischer, UTD Steward
 Mr. Sala, ESSAC Chairperson

Involvement of the SAC in the development of the SIP

The School Advisory Committee collaborates in an effort to collectively make decisions that are going to enhance and maximize student instruction.

Activities of the SAC for the upcoming school year

The School Advisory Committee will meet bi-monthly to monitor implementation of the SIP and make recommendations for modifications if necessary.

Projected use of school improvement funds, including the amount allocated to each project

Improvement funds will be used for student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cory R. Rodriguez

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

BS, Science in Elementary Education, Nova Southeastern University MS, Emotionally Handicapped, Nova Southeastern University
 Certification:
 Ed Leadership
 Emotional Handicapped

Performance Record

2013 – School Grade
 Rdg. Proficiency, 30%
 Math Proficiency, 46%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 68 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO – __
 Math AMO – __
 2012: Grade pending, Reading Mastery
 23%, Algebra Mastery 29%, Biology
 Mastery NA. Mastery in Writing 75%.
 Learning Gains Overall in Reading 54% and in Algebra 43%;
 Learning Gains in the
 Lowest 25% in Reading 68% and in Algebra 55%.
 AYP:N/A
 2011: Grade of A, 76% proficiency in reading, 78% proficiency in
 math, AYP was
 not met, 74% made learning gains in reading, 66% in math. 66%
 of the lowest quartile made learning gains in reading, 70 % did the
 same in math.
 2010: Grade of A, 72% proficiency in reading, 73% proficiency in
 math, AYP
 criteria was not met, 68% made learning gains in reading, 71% in
 math. 5% of the
 lowest quartile made learning gains in reading, 70% did the same
 in math.
 2009: Grade of N/A, 63% proficiency in reading, 62%
 proficiency in math, AYP not met

Ms. Madelyn Almeida

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

BS, Psychology
 MS Educational Leadership
 Certifications:
 Elementary Ed. K-6
 ESOL Endorsed
 English Middle Grades
 Educational Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 30%
 Math Proficiency, 26%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% -
 69 points
 Rdg. AMO – __
 Math AMO – __
 2012
 School Grade: D
 AMO: Reading 36, Math 31
 High Standards Rdg: 22
 High Standards Math: 20
 High Standards Science: 24
 Learning Gains : Rdg: 53
 Learning Gains : Math: 58
 Gains-Rdg 25%: 61
 Gains- Math 25%: 64
 2011
 School Grade: A
 AYP: N
 High Standards Rdg: 82
 High Standards Math: 74
 Learning Gains - Rdg: 72
 Learning Gains - Math: 66
 Gains-Rdg 25%: 75
 Gains- Math 25%: 68
 2010
 School Grade: A
 AYP: N
 High Standards Rdg: 81
 High Standards Math: 76
 Learning Gains - Rdg: 72
 Learning Gains - Math: 68
 Gains-Rdg 25%: 66
 Gains- Math 25%: 68
 2009

School Grade: A
 AYP: N
 High Standards Rdg: 83
 High Standards Math: 88
 Learning Gains - Rdg: 62
 Learning Gains - Math: 59
 Gains-Rdg 25%: 56
 Gains- Math 25%: 56

Ms. Kelly Apolinar

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

MS Guidance & Counseling BS Special Education
 Certifications:
 Educational
 Leadership,
 Specific Learning
 Disabilities K-12,
 Guidance and
 Counseling
 (Prekindergarten –
 Grade 12)

Performance Record

2013 – School Grade
 Rdg. Proficiency, 30%
 Math Proficiency, 46%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% -
 68 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO –__
 Math AMO –__
 2012: Grade pending, Reading Mastery
 23%, Algebra Mastery 29%, Biology
 Mastery NA. Mastery in Writing 75%.
 Learning Gains Overall in Reading 54% and in Algebra 43%;
 Learning Gains in the
 Lowest 25% in Reading 68% and in Algebra 55%.
 AYP: N/A

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ms. Monica Maycock

Full-time / School-based

Years as Coach: 6

Years at Current School: 1

Areas

Reading/Literacy

Credentials

B.A. English Education

M.S. English Education

Certifications:

English 5-9, English 6-12, Reading K-12 Endorsement

Performance Record

2013 – School Grade – D

Rdg. Proficiency, 41%

Math Proficiency, 35%

Science Proficiency, 23%

Rdg. Lrg. Gains, 61points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% - 57 points

Math Imp. of Lowest 25% - 57 points

Rdg. AMO –

Math AMO–

2012– School Grade – C

Rdg. Proficiency, 41%

Math Proficiency, 39%

Science Proficiency, 31%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 56 points

Rdg. Imp. of Lowest 25% - 70points

Math Imp. of Lowest 25% - 60points

Rdg. AMO –

Math AMO–

2011 – School Grade – D

Rdg. Proficiency, 49%

Math Proficiency, 42%

Science Proficiency, 21%

Rdg. Lrg. Gains, 560points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% - 62 points

Math Imp. of Lowest 25% - 66 points

Rdg. AMO –

Math AMO–

2010 – School Grade – C

Rdg. Proficiency, 48%

Math Proficiency, 43%

Science Proficiency, 21%

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 62points

Rdg. Imp. of Lowest 25% - 56points

Math Imp. of Lowest 25% - 66 points

Rdg. AMO –

Math AMO–

2009 – School Grade – C

Rdg. Proficiency, 49%

Math Proficiency, 43%
 Science Proficiency, 17%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 25% - 72points
 Math Imp. of Lowest 25% - 66 points

Ms. Xiomara Rivera Colon

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Reading/Literacy

Credentials B.A. Linguistics
 Certifications:
 Middle Grades Integrated 5-9

Performance Record

2013 – School Grade – D
 Rdg. Proficiency, 28%
 Math Proficiency, 31%
 Science Proficiency, 35%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 68 points
 Rdg. AMO –
 Math AMO–

2012– School Grade – C
 Rdg. Proficiency, 24%
 Math Proficiency, 34%
 Science Proficiency, 22%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –
 Math AMO–

2011 – School Grade – C
 Rdg. Proficiency, 44%
 Math Proficiency, 33%
 Science Proficiency, 19%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 80 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO –
 Math AMO–

Ms. Anna Martin

Full-time / School-based

Years as Coach: 4

Years at Current School: 1

Areas

Science

Credentials

BS- Exceptional Student
Education
MS – Early Developmental
Disabilities
Certifications:
Earth/Space
Science 6-12,
Middle Grades
Science 5-9,
Biology 6-12,
Journalism 6-12,
Elementary
Education K-6,
ESE, ESOL
Endorsed

Performance Record

2013 – School Grade
Rdg. Proficiency, 30%
Math Proficiency, 46%
Rdg. Lrg. Gains, 61 points
Math Lrg. Gains, 73 points
Rdg. Imp. of Lowest 25% -
68 points
Math Imp. of Lowest 25% -
80 points
Rdg. AMO – __
Math AMO – __
2012: Grade pending, Reading Mastery
23%, Algebra Mastery 29%, Biology
Mastery NA. Mastery in Writing 75%.
Learning Gains Overall in Reading 54% and in Algebra 43%;
Learning Gains in the
Lowest 25% in Reading 68% and in Algebra 55%.
AYP:N/A
2011 – School Grade – C
Rdg. Proficiency, 49%
Math Proficiency, 45%
Science Proficiency, 25%
Rdg. Lrg. Gains, 62 points
Math Lrg. Gains, 63 points
Rdg. Imp. of Lowest 25% - 70 points
Math Imp. of Lowest 25% - 68 points
Rdg. AMO – Yes
Math AMO – Yes
2010 – School Grade – C
Rdg. Proficiency, 51%
Math Proficiency, 49%

Science Proficiency, 30%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2009 – School Grade – B
 Rdg. Proficiency, 50%
 Math Proficiency, 50%
 Science Proficiency, 25%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 68 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 76 points
 Rdg. AMO –Yes
 Math AMO–Yes

Classroom Teachers

of classroom teachers

63

receiving effective rating or higher

63, 100%

Highly Qualified Teachers

67%

certified in-field

42, 67%

ESOL endorsed

20, 32%

reading endorsed

15, 24%

with advanced degrees

25, 40%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

8, 13%

with 6-14 years of experience

34, 54%

with 15 or more years of experience

21, 33%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- Networking with colleagues
- observing student teachers
- recruiting teachers from other schools that are seeking relocation

*Responsible: Administrative Team (Ms. Rodriguez, Principal; Ms. Almeida and Ms. Apolinar, Assistant Principals)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentoring program at Citrus Grove Middle School consists of experienced teachers being paired with beginning teachers/teachers with three years or less of experience. Teachers are teamed up and meet weekly for the first three months of school and thereafter meet twice a month.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Rita Estorino- Student Services Chairperson
Xiomara Rivera Colon- Reading Coach and Department Chair
Monica Maycock- Reading Coach
Alexis Fajardo- Mathematics Department Chairperson
Anna I. Martin- Science Coach and Department Chair
Jorge Euceda- ELL Department Chairperson
Esperanza Delgado- SPED Department Chairperson
Kelly Apolinar- Assistant Principal
Madelyn Almeida- Assistant Principal
Cory R. Rodriguez- Principal
Carlos Sala- Social Studies Department Chairperson

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS leadership is vital, therefore, in building our team we have considered the following:
 - Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s) and coaches who share the common goal of improving instruction for all
 - Students and Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
 - School reading, math, science, behavior specialists and paraprofessionals
 - Member of advisory group
 - Community stakeholders

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Monitor academic and behavior data and evaluating progress by addressing the following important questions:
2. Hold monthly team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

District professional development will include:

1. Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. Providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.

Plan to support MTSS:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, and school
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Sufficient availability of coaching supports to assist teacher and staff problem-solving efforts.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 120

Our All Star After School Care program is offered daily for two hours after school. In addition, The Little Lighthouse Foundation that will provide Saturday tutoring twice a month for two hours each session. These two programs will assist students in Reading and Mathematics for additional support towards student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected on an ongoing process primarily using the district based assessments. This will assist in providing our students with effective differentiated instruction thus promoting accountability.

Who is responsible for monitoring implementation of this strategy?

Instructional Coaches and Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Xiomara Rivera Colon	Reading Coach and Department Chairperson
Monica Maycock	Reading Coach
Alexis Fajardo	Mathematics Department Chairperson
Anna I. Martin	Science Coach and Department Chairperson
Jorge Euceda	ESOL Department Chairperson
Esperanza Delgado	Test Chairperson
Kelly Apolinar	Assistant Pricipal
Madelyn Almeida	Assistant Principal
Cory R. Rodriguez	Principal
Carlos Sala	Social Studies Department Chairperson and Administrative Assistant
Sue Lee	Electives Department Chairperson
Carolina Zaragoza	Media Specialist
Derrick Harding	Reading Teacher
Adam Mack	Science Teacher
Anna Fischer	Reading Teacher
Rita Estorino	Guidance Counselor

How the school-based LLT functions

The LLT meets on a monthly basis and is guided by an agenda. Meetings are spearheaded by an administrator who leads the team with ideas to brainstorm. The function of each team member is to address issues of concern, such as:

- Remediation or acceleration of students.
- How to increase reading capacity.
- Engage in detailed discussions about assessments and the use of data to drive instruction.
- Disaggregate data based on current testing information.

Major initiatives of the LLT

The Literacy Leadership Team's initiatives for the 2012-2013 school year are to implement school-wide initiatives as follows:

- Ensuring the use of complex texts across the curriculum.
- Professional Development activities across the curriculum to work on a greater infusion of vocabulary development throughout our grade levels.
- Implementation of the Florida Administrative Reading Walk Through (RWT) tool in order view indicators of effective classroom reading instruction through brief classroom visits.
- Development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Encourage and emphasize the development of lessons that provide students with opportunities for research and incorporate writing throughout.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers received the Reading Instructional Focus Calendar with Reading benchmarks and will infuse questioning strategies in their specified content area.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	30%	No	48%
American Indian				
Asian				
Black/African American	58%	19%	No	62%
Hispanic	41%	30%	No	47%
White	44%	42%	No	50%
English language learners	28%	15%	No	36%
Students with disabilities	37%	25%	No	43%
Economically disadvantaged	42%	29%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	179	19%	34%
Students scoring at or above Achievement Level 4	75	8%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	25%	28%
Students scoring at or above Level 7	24	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	77	28%	35%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	45	16%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	46	16%	24%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	114	32%	39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	26%	No	44%
American Indian				
Asian				
Black/African American	53%	23%	No	57%
Hispanic	37%	25%	No	43%
White	53%	42%	No	58%
English language learners	28%	11%	No	35%
Students with disabilities	33%	22%	No	39%
Economically disadvantaged	38%	26%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	16%	33%
Students scoring at or above Achievement Level 4	39	4%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	21	33%	36%
Students scoring at or above Level 7	15	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		92%	93%
Middle school performance on high school EOC and industry certifications		92%	93%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	57%	57%
Students scoring at or above Achievement Level 4	23	34%	35%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	16%	21%
Students scoring at or above Achievement Level 4	44	12%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	251	23%	22%
Students who fail a mathematics course	50	5%	4%
Students who fail an English Language Arts course	87	8%	7%
Students who fail two or more courses in any subject	73	7%	6%
Students who receive two or more behavior referrals	197	19%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	253	23%	22%

Goals Summary

- G1.** Students will receive rigorous instruction in all their courses as they respond, discuss and engage in higher level thinking as well as critical thinking conversations.
- G2.** Increase Active Learning through Gradual Release and Explicit Instruction in all classrooms at Citrus Grove Middle School.
- G3.** Increase student proficiency and achievement in state-wide assessments.

Goals Detail

G1. Students will receive rigorous instruction in all their courses as they respond, discuss and engage in higher level thinking as well as critical thinking conversations.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Instructional Coaches, Interventionists, Common Planning, Professional Development, Ongoing Progress Monitoring (formal and informal assessments), Data Analysis, Pacing Guides, Curriculum Support Specialists, Lesson Study

Targeted Barriers to Achieving the Goal

- Limited use of effective strategies and implementation of Higher Order Thinking (HOTs) Questions in all content areas.

Plan to Monitor Progress Toward the Goal

Review data from district and state assessments.

Person or Persons Responsible

Students, Teachers, Coaches, Administration

Target Dates or Schedule:

After each Interim and State assessment.

Evidence of Completion:

Student and teacher data

G2. Increase Active Learning through Gradual Release and Explicit Instruction in all classrooms at Citrus Grove Middle School.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Instructional Coaches, Interventionists, Common Planning, Professional Development, Ongoing Progress Monitoring (formal and informal assessments), Data Analysis, Pacing Guides, Curriculum Support Specialists, Lesson Study

Targeted Barriers to Achieving the Goal

- Limited implementation of gradual release strategies.

Plan to Monitor Progress Toward the Goal

Teacher Observation (IPEGS)

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Walk through Logs and Formal Evaluations

G3. Increase student proficiency and achievement in state-wide assessments.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Instructional Coaches, Interventionists, Common Planning, Professional Development, Ongoing Progress Monitoring (formal and informal assessments), Data Analysis, Pacing Guides, Curriculum Support Specialists, Lesson Study

Targeted Barriers to Achieving the Goal

- Minimal implementation of active learning strategies and a lack of exposure to data analysis.

Plan to Monitor Progress Toward the Goal

Data chats with students and teachers, data analysis with the leadership team

Person or Persons Responsible

Teachers, Instructional Coaches, District Support, Administration

Target Dates or Schedule:

September 16th/ monthly

Evidence of Completion:

Data results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will receive rigorous instruction in all their courses as they respond, discuss and engage in higher level thinking as well as critical thinking conversations.

G1.B1 Limited use of effective strategies and implementation of Higher Order Thinking (HOTS) Questions in all content areas.

G1.B1.S1 Teachers will receive Professional Development on creating and asking Higher Order Thinking Questions.

Action Step 1

Participation in professional development through Common Planning sessions on the creation and use of Higher Order Thinking Questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Week of September 30th/ongoing

Evidence of Completion

Class observations Lesson Plans Common Planning Agendas Student Engagement and Student Work

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor the implementation of Higher Order Thinking Questions in the classrooms.

Person or Persons Responsible

Administration, Instructional Supervisors from the Educational Transformation Office

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches logs, calendars, weekly school-based leadership meeting agendas

Plan to Monitor Effectiveness of G1.B1.S1

Observations/Walkthroughs

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

October 21st/ongoing

Evidence of Completion

Interim Assessments, student work, student responses/discussion, teachers probing

G2. Increase Active Learning through Gradual Release and Explicit Instruction in all classrooms at Citrus Grove Middle School.

G2.B1 Limited implementation of gradual release strategies.

G2.B1.S1 Teachers will participate in Lesson Studies.

Action Step 1

Actively participate in Lesson Study.

Person or Persons Responsible

Teachers Coaches ETO Support Administrators

Target Dates or Schedule

Week of November 18th Quarterly

Evidence of Completion

Lesson Plan, Teacher Observation Forms, Revised Lesson, Teacher Reflection

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Participation and attendance of the Lesson Studies

Person or Persons Responsible

Participating Departments Instructional Coaches ETO Support Administration

Target Dates or Schedule

Week of November 18th

Evidence of Completion

Lesson Plan, Lesson Study Participation forms

Plan to Monitor Effectiveness of G2.B1.S1

Observations/Walkthroughs

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Week of December 9, 2013

Evidence of Completion

Walkthrough Logs Coaches Logs

G2.B1.S2 Teachers will plan gradual release for each component of a lesson through common planning.

Action Step 1

Plan Gradual Release components during Common Planning

Person or Persons Responsible

Teachers Instructional Coaches Administrators

Target Dates or Schedule

Week of September 30th/On-going

Evidence of Completion

Common Planning Agenda and Product Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monitor the implementation of Gradual Release Strategies during Common Planning.

Person or Persons Responsible

Instructional Coaches ETO Support Administration

Target Dates or Schedule

Week of October 7th/On-going

Evidence of Completion

Coaching Logs Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S2

Observations/Walkthroughs

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Week of October 14/On-going

Evidence of Completion

Lesson Plans Instructional Framework Walkthrough Logs and Formal Observations

G2.B1.S3 Teachers will receive Professional Development on the gradual release through responsibility model and explicit instruction.

Action Step 1

Teachers will engage in a school-wide professional development that will be implemented in their classes.

Person or Persons Responsible

Teachers Instructional Coaches Administrators District Support

Target Dates or Schedule

Early Release - September 26, 2013

Evidence of Completion

Sign In and PD Agenda PD Survey

Facilitator:

Instructional Coaches and ETO Support

Participants:

Teachers Coaches Administrators District Support

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Monitor teacher participation in PD.

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Attendance Logs

Plan to Monitor Effectiveness of G2.B1.S3

Observations/Walkthroughs

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Week of October 7th, On-going

Evidence of Completion

Interim Assessments, student work, student responses/discussion, teachers probing

G3. Increase student proficiency and achievement in state-wide assessments.

G3.B1 Minimal implementation of active learning strategies and a lack of exposure to data analysis.

G3.B1.S1 Provide ongoing support in reviewing and analyzing data to assist in properly conducting data driven instruction.

Action Step 1

Conduct data analysis sessions.

Person or Persons Responsible

Teachers, Instructional Coaches, Administration

Target Dates or Schedule

Week of September 16th / biweekly

Evidence of Completion

Teacher lesson plans, posted differentiated instruction groups, student work, assessments, classroom walkthroughs, observations (formal and informal)

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walkthroughs, participation in common planning, agendas, observations (formal and informal)

Person or Persons Responsible

Instructional Coaches, District support and Administration

Target Dates or Schedule

September 16th/ weekly

Evidence of Completion

Interim and State-wide assessments

Plan to Monitor Effectiveness of G3.B1.S1

Review data after interim assessments, observations (formal/informal), classroom walkthroughs

Person or Persons Responsible

Instructional Coaches, District Support and Administration

Target Dates or Schedule

September 16th / monthly (as needed)

Evidence of Completion

Data results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). Support services are provided to the students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Citrus Grove Middle provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Citrus Grove Middle and the district receive funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Citrus Grove Middle and the district use supplemental funds for improving basic education as follows:

- Training to certify qualified mentors through the Mentoring and Instruction for New Teachers (MINT) Program.
- Training for add-on endorsement programs, such as Reading, Gifted & ELL.
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
- Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

At Citrus Grove Middle, Title III funds are used to supplement and enhance the programs for English

Language Learner (ELL) and immigrant students by providing funds to provide pull-out ELL tutoring. Services are provided to parents of ELL student via parent outreach activities (workshops offered in native language). Citrus Grove Middle and the district provide support such as education materials and personnel to improve the education of immigrant and English Language Learners.

Title VI, Part B - NA

Title X- Homeless

At Citrus Grove Middle, homeless assistance is provided by Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Supplemental Academic Instruction (SAI)

Citrus Grove Middle will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance

Program (FEFP) allocation

Violence Prevention Programs

Citrus Grove Middle offers a peer mediation program spearheaded by the School Counseling team. In addition, the use of a "Bully Box" assists with the anonymous reporting of students that may be engaging in aggressive behaviors. The Counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs

1. Citrus Grove Middle adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through Physical Education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase Active Learning through Gradual Release and Explicit Instruction in all classrooms at Citrus Grove Middle School.

G2.B1 Limited implementation of gradual release strategies.

G2.B1.S3 Teachers will receive Professional Development on the gradual release through responsibility model and explicit instruction.

PD Opportunity 1

Teachers will engage in a school-wide professional development that will be implemented in their classes.

Facilitator

Instructional Coaches and ETO Support

Participants

Teachers Coaches Administrators District Support

Target Dates or Schedule

Early Release - September 26, 2013

Evidence of Completion

Sign In and PD Agenda PD Survey