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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4921 - Seminole Elementary School

*FeederPattern:* Miami Coral Park Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Cynthia Flanagan

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Seminole Elementary School*

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Seminole Elementary School is composed of Pre-Kindergarten through fifth grade with a student enrollment of 699. The population consists of 93 percent Hispanic, four percent White Non-Hispanic, two percent African-American Non-Hispanic and one percent other. Our school offers several programs to our students such as “The Connecting Center” (Gifted Resources) housed with 35 students which range from kindergarten to fifth grade and the Academic Excellence school resource model which focuses on drama/public speaking. Students engage in writing narrative/expository essays and poems. Throughout the year students exhibit their talents on stage by participating in short plays.

The Seminole Elementary School Educational Excellence School Advisory Council (EESAC) met and analyzed data such as the School Demographic Profiles, the Stanford Achievement Reports, the Florida Comprehensive Assessment Test Results, the School Report Card, and the School Improvement Plan. The following objectives were identified as schoolwide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 70 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 70 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by one percent increase of the students scoring 4.0 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using Sunshine State Standards, students in grades five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders at Seminole Elementary, there will be a ten percent increase in parent participation as evidenced by attendance rosters for the Florida Comprehensive Assessment workshops from 2005-2006 school year as compared to those in 2004-2005.

Given an emphasis on a safe and orderly environment, the number of referrals and accidents will decrease within five percent as measured by a comparison of incidents during the 2005-2006 school year to those of the 2004-2005 school year.

Given an emphasis on the use of technology in education, students in grades three through five will increase achievement in the areas of reading and mathematics as evidenced by a ten percent increase in computer usage when comparing the 2005-2006 and 2004-2005 computer lab sign-in rosters.

Given instruction using the Sunshine State Standards, students in grade five will improve their scores on the Art Elements and Design Principles test by 15 percent when comparing results from the Spring 2006 administration to those of the Fall 2005 administration.

Given instruction using the Miami-Dade County Public Schools Fitness Gram standards, students in grades three through five will improve scores on the President's Council for Physical Fitness Sit-up test by 15 percent when comparing results from the 2005-2006 school year to those of 2004-2005 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 75 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by maintaining or increasing the number of students scoring at level 3.5 or above on the 2006 administration of the FCAT Writing Test.

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 289 on the 2006 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders at Seminole Elementary School, there will be a ten percent increase in parent participation as evidenced by attendance rosters for Florida Comprehensive Assessment Test workshops from 2005-2006 school year as compared to those in the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, the number of referrals and accidents will decrease within five percent as measured by a comparison of incidents during the 2005-2006 school year to those of the 2004-2005 school year.

Given an emphasis on the use of technology in education, students in grades three through five will increase achievement in the areas of reading and mathematics as evidenced by a five percent increase in computer usage when comparing the 2005-2006 and 2004-2005 computer lab sign-in rosters.

Given instruction using the Miami-Dade County Public Schools FITNESSGRAM standards, there will be an increase of five percent in the number of students in grades four through five who receive awards when comparing the Physical Fitness Test Summary of the 2005-2006 school year to those of the 2004-2005 school year.

Given instruction using the Sunshine State Standards, students in grade five will improve their scores on the Art Elements and Design Principles test by 15 percent when comparing results from the Spring 2006 administration to those of the Fall 2005 administration.

Seminole Elementary School will improve its ranking on the State of Florida ROI index publication from the 33rd percentile in 2003 to the 38th percentile on the next publication.

Based on our Organizational Performance School Survey, our clients feel strongly about the value of personal reflection and the need to be informed of the future of this organization. This is accomplished by conducting grade level meetings between teachers and administration, as well as department level meetings. These meetings address the needs of the school, staff, administration and students as they are reflected in the Organization Performance School Survey.

The objectives list above will be achieved through the use of strategies that have been planned by the staff, students and members of the community. They will participate in the implementation of this plan as well as future plans which involve all customers. Allocations of school funds will be discussed with the financial committee which is representative of all school groups. This committee will disseminate all information which deals with our organization.

# 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.

## **Seminole Elementary School**

### VISION

The vision of Seminole Elementary School is to provide a climate of excellence where stakeholders are encouraged to exceed their academic potential, incorporating current technology in a diversified learning environment. We will strive to develop a community of lifelong learners in pursuit of global distinction, utilizing the talents of staff, community and special programs to formulate a foundation upon which learning depends.

### MISSION

The mission of Seminole Elementary School is to create a child centered environment which encompasses the diversity of a multicultural setting, in partnership with school, home and community. The school fosters critical thinking skills, discipline, high expectations and excellence in all academic areas using state-of-the-art technology at the point of instruction. Through a loving, caring and understanding climate, students will be encouraged to work interdependently to achieve a more just and tolerant society which rejoices in its diversity and unity. It is the belief of Seminole Elementary School that strong instructional, administrative leadership will guide students to achieve beyond their academic potential.

## CORE VALUES

### Excellence

We are dedicated in developing life-long learners in search of high expectations and excellence in all educational areas.

### Equity

We are devoted to providing equitable education to all students.

### Integrity

We promote moral and ethical values with the purpose of enhancing student character.

### Cooperation

We are all committed to working together to accomplish all our goals.

## *School Demographics*

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Seminole Elementary School's success is rooted in its relentless pursuit of excellence from our students and our faculty. All students are provided a climate of educational excellence and are encouraged to excel to their highest academic potential in a diversified learning environment. Technology, community and special programs are the essence upon which learning occurs. Fostering critical thinking skills, discipline, high expectations and excellence in all academic areas are the foundations of our curriculum.

The school is located in a heavily commercialized area at 121 S.W. 78 Place. Its north lawn is bordered by Flagler Street, a major thoroughfare in our city. It divides the North and South sections of town. Directly across the street is Mall of the Americas, a major shopping center. There are many other businesses including banks, car dealerships, restaurants, supermarkets and strip malls. The school benefits from being a Dade Partner with Burger King, Publix, McDonalds, Costco Wholesale Club, Wachovia Bank and Bank Atlantic. Members of the community are invited to attend many activities that are conducted at the school during the school year.

Seminole is a neighborhood school that opened its doors in 1960. The original school building surrounds an inner courtyard which is adorned by a manicured garden. It houses the school's office, administrative offices, the school's cafeteria and 26 classrooms. In 1999, the school was augmented by two new buildings. One houses six primary classrooms and the other houses the Media Center, a Computer Lab with 30 computer stations, and a Resource Room. Just this year, the school opened the doors to an additional building that houses 11 classrooms, five fourth grade classes, five fifth grade classes and a special education classroom. The Universal Service Fund Program has been used to provide internet access to 100% of the classrooms. The Media Center houses a state-of-the-art closed circuit television system and internet access via sixteen computer stations.

The school's older buildings are in need of some repairs and improvements. The portable classroom that formerly housed the music room before the construction of the newest building has been rendered uninhabitable and will be removed. The sidewalk on the east side of the building has been reported to the Maintenance Operations Department and will be repaired.

Seminole Elementary serves 699 students. Of these, 673 are from the surrounding neighborhood, and 26 are approved out of area transfer students. The school population includes 356 standard curriculum students, 39 Students with Disabilities, 31 gifted students, 252 Limited English Proficient students, and 17 Pre-Kindergarten students. Seventy-five percent of the students are economically disadvantaged and thus qualify for the free or reduced lunch program.

Seminole Elementary provides educational services based on the District's Competency-Based Curriculum and Sunshine State Standards to students in Pre-Kindergarten through fifth grade. Students with Disabilities in fifth grade are serviced in a cooperative consultation classroom, while the other Students with Disabilities attend a resource room for individualized instruction.

Limited English Proficient students are taught through a pull-out resource program and self contained instruction. According to the American Educational Research Association, this type of "intense instruction...allowing adequate time for reading practice and assessment of students' strengths and weaknesses" helps to improve the LEP students' abilities (Mosser, 2004). Other specialty programs offered include: Spanish S which provides instruction in Spanish for Spanish speakers; Spanish SL, designed to help non-Spanish speakers acquire Spanish as a second language; Curriculum Content in the Home Language (CCHL) which offers instruction of Mathematics and Content in the students' home language. Gifted students receive educational enhancement through instruction in a pull-out program. Student enrollment has remained consistent for the past five years. After completing the fifth grade at Seminole Elementary, the majority of our students proceed to middle school at West Miami Middle School.

The student population consists of 93 percent Hispanic, 4 percent White, Non-Hispanic, 2 percent African American, and one percent Other. This trend towards a majority of Hispanics has been evident in our school since the early 1980s following an influx of students from the Caribbean and South America.

Seminole Elementary employs 67 full time and 10 part-time staff members.

Of this group, two are administrators, thirty-one are classroom teachers, nine are special area teachers, three exceptional student teachers, one media specialist, one math coach, one reading coach, one guidance counselor, three classroom paraprofessionals, six clerical employees, eight cafeteria workers, six custodial workers, and two security monitors. The teacher student ratio in primary is 1:21 and in intermediate are 1:26. Forty-seven of the faculty members have earned Bachelor's Degrees. Out of those 47, twelve

have also achieved a Master's Degree. Two of the faculty members have Specialist's Degrees and one is a National Board Certified Teacher. Seventeen percent of the faculty is male and eighty-three percent is female. The ethnic profile of the faculty is seventeen percent White Non-Hispanic, thirteen percent African American, sixty-eight percent Hispanic, and two percent Other. Seminole Elementary has seven classroom teachers who are new to the school. Of those, five are beginning teachers. They have been assigned to a Professional Growth Team (PGT) that will work with them as they gain experience in their profession. They have also chosen a mentor who will work closely with them to ease their transition into the teaching profession. The average year of experience of the faculty is eleven. The principal and the assistant principal together have twenty-six years of experience as administrators and forty-six as educators.

The school was granted Qualified Zone Academy Bonds (QZAB) in 2001, which were used to establish a state-of-the-art computer lab. The school was also awarded the All Students All Schools Grant in 2003-2004 and 2004-2005 to implement an inclusion model of instruction for Students With Disabilities. In 2002-2003 and in 2003-2004 the school was chosen to participate in the Universal Design for Learning (UDL) model which provided computers for Students With Disabilities to better access education in the regular classroom.

Seminole uses Title I funds to enhance student learning by hiring two classroom teachers to reduce student/teacher ratio. Longitudinal studies on reduced class size "show a significant achievement advantage for students in small classes" (Achilles and Molnar, 2000). In addition, funds are used to purchase supplemental materials and equipment to address students' needs. Funds are also used for after school and Saturday tutoring and to enhance the parental involvement program.

Under the State of Florida A+ Plan, Seminole Elementary met federal adequate yearly progress under the No Child Left Behind Act. Eighty-nine percent of the students in grades three through five scored at or above grade level in reading. Seventy-seven percent of those students made a year's worth of progress. Eighty-four percent of the students scored at or above grade level in math. Eighty-one percent of those students made a year's worth of progress. Ninety-five percent of our students met state standards in writing.

Seminole Elementary has identified several issues concerning challenges in learning, among these are: Tier 1 and Tier 2 third grade students, the need for increased parental involvement, the need for further training of its teachers, and the need to increase student attendance.

Fifty-eight percent of students in third grade have been identified as Tier 1, working below grade level. Seven percent have been identified as Tier 2, having been retained once in third grade. Tier 2 students will receive an extra half hour of reading added to their instructional reading block. Tier 1 and Tier 2 will receive supplemental instruction during the school day and after school, provided by certified classroom teachers, using research-based supplemental materials.

Through the Title I Parent Outreach Program, Seminole's parental involvement will increase by conducting a parent survey at the beginning of each school year. This will provide the school with information regarding the type of workshops parents would be interested in attending, including the days and times that are most convenient for them, in an effort to encourage participation. Workshops will be conducted at the school throughout the school year by classroom teachers and district personnel. The Community Involvement Specialist is at the school daily to disseminate information to the parents and to visit the homes of the students new to the school.

Attendance at Seminole is a challenge. The overall attendance for the 2004-2005 school year was 95.69%, which is a slight decrease from the 2003-2004 school year which had an overall attendance of 95.76%. That shows a need to increase the overall attendance at the school. The school's PTA provides incentives for perfect attendance with the result of showing success in increasing attendance. In addition, an attendance program called "Mountain Climbers" has been implemented to monitor and encourage school attendance. Weekly and monthly prizes will be awarded to students and the classes with best attendance.

Professional Development "should be viewed as an on-going part of the daily life of the school" (Reitzug, 2002). This is another challenge for Seminole Elementary School. The school will conduct the following professional development training during grade group meetings and collaborative planning times, as well as half day workshops, to improve the quality of instruction in the classroom for student achievement in reading; 1. Accelerated Reader to improve students' reading and literacy skills at their instructional level. 2. STAR Reading to assess students' reading level to determine appropriate placement for accelerated programming. 3. Riverdeep software tool to reinforce and improve students' reading skills. 4. K-12 Comprehensive Research-Based Reading Plan to implement a framework that aligns curriculum, instruction, personnel, resources and professional



development to positively impact student achievement. 5. DIBELS to measure and monitor the development of both pre-reading and reading skills such as phonological awareness, alphabetic principle, and fluency with connected text to determine where instruction should begin. 6. DAR to provide more specific information for students having difficulties by focusing on specific skills and strategies for instruction. Teachers will participate in the following Critical Mass Training provided by the district which target teachers in a grade level or subject area. The trainings are intensive and focused on specific skills. 1. Project Right Beginnings targets kindergarten teachers in oral language and phonemic awareness. 2. Becoming Effective Active Readers (B.E.A.R.) targets first grade teachers in phonics skills. 3. Project Opening Worlds of Literacy (O.W.L.) targets second grade teachers with fluency skills. 4. Project (D.R.A.W.) Developing Readers and Writers targets third grade teachers with vocabulary, comprehension, and reading standards. 5. Reading Standards targets the fourth and fifth grade teachers on reading standards. 6. CRISS targets teachers on vocabulary and comprehension skills to help all students read, write, and learn more effectively within the content areas. 7. Houghton Mifflin Core Program training which provides teachers with effective usage of the Core Reading Program.

The school has received numerous awards. According to the State's School Performance Scale, the school has received an "A" for four consecutive years. In addition, Seminole Elementary was also recognized as one of the top 100 schools by the state. The school was recognized by the Under Deputy Secretary and Director of the Office of English Language Acquisition from Washington D.C. for achievements made with minority and low income students. In fifth grade, the History Club won fourth place in the county championship and the Chess Club won fourth place in the district. Three of our students were recognized for their participation in the Young Author's Contest sponsored by the Alpha Kappa Alpha Sorority's Gamma Zeta Omega Chapter.

The school's leadership team is comprised of administrators, department chairpersons, grade level chairpersons, media specialist, reading coach, math coach, and UTD Steward. During monthly meetings they discuss issues related to instruction, curriculum, operations and school environment. Together they analyze students' achievement and help guide instructional focus school wide. Using the Deming's Plan-Do-Study Act Instructional Cycle, they monitor the school's progress towards meeting the objectives in the School Improvement Plan and the guidelines for the No Child Left Behind Act.

# *School Foundation*

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## ***Leadership:***

At Seminole Elementary School, teachers, paraprofessionals, community members and parents are represented in the Educational Excellence School Advisory Council (EESAC). Based on our Organizational Performance School Survey, the EESAC is an integral part in developing the School Improvement Plan. It meets on a regular basis to determine the school's effectiveness towards meeting the goals set forth in the School Improvement Plan. The school administration communicates the school's resolve in meeting its goals and provides opportunities for teachers to further develop their professional skills. This partnership supports the school's mission and vision.

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

The goals and objectives of Seminole Elementary's School Improvement Plan (SIP) reflect the school's needs in fostering student academic achievement. The SIP is developed by the school's EESAC and the school's administration and faculty. The school's strategic planning process follows the principles of the Plan-Do-Study-Act. Therefore, it is an ongoing process throughout the school year. The school's Organizational Performance Self Assessment Survey indicates that the majority of the school's personnel know the parts of the school's plans that will affect them and their work, can monitor their progress on their part of the school's plan, and that their ideas are valued by the school.

## ***Stakeholder Engagement:***

At Seminole Elementary School the administration, faculty, office personnel and staff work towards the common goal of providing students the tools necessary to achieve academic success. According to the school's Organizational Performance Self Assessment Survey, the majority of the school's customers communicate their wants and needs with the school personnel and are satisfied with the level of service they receive.

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

The faculty, staff and administration at Seminole Elementary School works in teams to address all aspects of the school's functioning. The School's Curriculum Council consists of chairpersons representing all grades and areas of instruction. It meets monthly to discuss curriculum and operations issues. Grade level chairpersons then meet with their grade levels on a weekly basis to plan for instruction and to address any issues that may arise in the school. The grade level teams are active in identifying and setting their objectives to meet the school's goals. Members of the community, parents and students are encouraged to participate in the school as members of the Educational Excellence School Advisory Council. The council meets monthly to plan, establish and monitor the School's Improvement Plan.

**Teacher Mentoring Programs:** Beginning teachers are assigned a Professional Growth Team, composed of two mentors, who guide them through the Professional Assessment Evaluation System program. They monitor the new teachers as they acclimate to the profession and the teaching environment. Beginning teachers are encouraged to observe experienced teachers in their classrooms.

The majority of the school's personnel indicated on the school's Organizational Performance Self Assessment Survey that they feel they are an important part of a cooperative team, that they are safe in their workplace, they are encouraged to develop their job skills and their supervisor and their organization cares about them. Teachers also indicated strongly how important it is to maintain open communications with students and parents, for the overall

success of the school to reach the ultimate goal, which is student achievement.

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

At Seminole Elementary School, our ultimate goal is for students to achieve academic excellence. Based on the school's Organizational Performance Self Assessment Survey, the staff has demonstrated an awareness of the importance of data in measuring our progress towards meeting the goals set in our School Improvement Plan. The teachers use the School Performance Indicators to develop educational plans for students according to their needs. Students received supplemental intensive instruction based on the analysis of data from academic assessments. Following the Plan-Do-Study-Act Instructional Cycle, data is collected, and interpreted to design and implement a plan which is under constant review.

### ***Education Design:***

**Extended Learning Opportunities:** Seminole Elementary is working on extended learning opportunities for our students by providing supplemental instruction during the school day to students in need, as well as after school and Saturday tutorial. This area is being target based on our school's Organizational Performance Self Assessment Survey. These programs are implemented utilizing funds from Title I and the Division of Bilingual Education and World Languages. These students are working in small groups with more personal instruction, provided by certified teachers, to help accelerate their learning. Seminole also houses programs such as: Chess Club, History/Geography Club and Science Club, to further enhance student achievement. Students who have been identified as gifted are provided opportunities to meet the challenges of high level, creative and critical thinking skills through a pull-out program. The Academic Excellence Program offers extended learning opportunities to our high achieving students, further promoting excellence at Seminole.

**School-wide Improvement Model:** Seminole Elementary School implements the Deming's Plan-Do-Study-Act (PSDA) Instructional Cycle as the school wide improvement model to support and improve student achievement. This four step improvement model is a systematic process for making improvements in the way we service our students. The first step allows us to appropriately plan goals for our students by analyzing the data collected from previous assessments and setting a timeline for these goals to be implemented, thus creating a plan. From there the plan is implemented by classroom teachers for a common goal, this is where the learning occurs. Step three allows us to study the results of our teaching, and then finally step four is where the plan is modified as needed. Key strategies are replicated and alternative strategies are applied, where others were not as effective.

### ***Performance Results:***

Under the state of Florida A+ plan, Seminole Elementary met federal adequate yearly progress under the No Child Left Behind Act. According to the State's School Performance Scale, Seminole has received an "A" for four consecutive years. In addition, the school was also recognized as one of the top 100 schools in the state. Eighty-nine percent of the students in grades three through five scored at or above grade level in reading. Seventy-seven percent of those students made a year's worth of progress. Eighty-four percent of the students scored at or above grade level in math. Eighty-one percent of those students made a year's worth of progress. Ninety-five percent of our students met standards in writing.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### **GOAL 1 STATEMENT:**

Improve all students' reading achievement.

### **Needs Assessment**

An assessment of the 2005 Stanford Achievement Test data reveals that 58 percent of the 3rd grade students scored at or below stanine 5 indicating a need for intensive reading instruction in Fluency and Comprehension. Assessment of the data also reveals that seven percent of the 3rd graders are identified as Tier 2 students who scored Level 1 on the 2005 Florida Comprehensive Assessment Test and are in need of intensive instruction in the areas of 1. Words and Phrases, 2. Main Idea/Author's Purpose, 3. Comparison/Contrast and 4. Reference and Research. These students have been scheduled to receive extended intensive instruction during the scheduled day. The data reveals that fourteen percent of the students in the 4th grade are reading below grade level scoring a Level 1 and 2 on the FCAT. These 4th graders are also in need of intensive instruction in the areas of 1. Main Idea/Author's Purpose and 2. Comparison and Contrast. The 4th grade students were most successful with 1. Words and Phrases and 2. Reference and Research. The 5th grade reading FCAT assessment demonstrated that 21 percent of the students scored a Level 1 and 2 and are reading below grade level. In contrast to grade 4, the 5th grader's greatest area of need is Reference and Research. The 5th grade is also in need of intensive instruction in Comparison and Contrast. Analysis of the assessment also uncovered needs in professional development which include but are not limited to, the following: 1. The need for technology training in software that supports teaching reading skills, such as Accelerated Reader, STAR Reading, and Riverdeep 2. Guidance for new teachers in the implementation of the K-12 Comprehensive Research-Based Reading Plan, 3. Training in reading assessment tools such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for teachers of grades kindergarten through fifth, DAR, a diagnostic assessment tool for

teachers in grades kindergarten through fifth grade, 4. Teacher participation in district in-services which enhance teachers' abilities to conduct instruction, such as Project Right Beginnings for kindergarten teachers, Becoming Effective Active Readers (B.E.A.R.) for first grade teachers, Project Opening Worlds of Literacy (O.W.L.) for second grade teachers, Developing Readers and Writers (D.R.A..W.) for third grade teachers and Reading Standards for fourth grade teachers. 5. CRISS training for new staff and refresher courses for previously trained staff.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Plan-Do-Study- Act Instructional Cycle (PDSA) school wide to monitor students' reading achievement.	Administration	8/8/2005	5/24/2006
Utilize Student Performance Indicators (SPI) to analyze reading test data to provide information for the instructional focus calendar.	Administration	8/8/2006	5/24/2006
Provide after school tutorial services, supplemental instruction and Saturday school to Level 1 and Level 2 students concentrating in the areas of main idea/author purpose, comparisons and contrast, and reference/research.	Administration	8/8/2005	5/24/2006
Provide LEP, SWD and students needing enrichment with supplemental instruction and after school tutorial concentrating in the areas of main idea/authors purpose, comparison and contrast and reference/research.	Administration	8/8/2005	5/24/2006
Utilize FCAT Explorer and Riverdeep to improve reading comprehension for Level 1 and 2 students.	Administration and Reading Coach	8/8/2005	5/24/2006
Provide staff with professional development in the K-12 Comprehensive Research-Based Reading Plan, DIBELS, and DAR.	Administration and Reading Coach	8/8/2005	5/24/2006

## Research-Based Programs

Houghton Mifflin, Reading, 2003 Edition and Voyager Passport,

## **Professional Development**

The school will conduct the following professional development training during grade group meetings and collaborative planning times, as well as half day workshops, to improve the quality of instruction in the classroom for student achievement in reading. 1. Accelerated Reader to improve students' reading and literacy skills at their instructional level. 2. STAR Reading to assess students' reading levels to determine appropriate placement for accelerated programming. 3. Riverdeep software tool to reinforce and improve students' reading skills. 4. K-12 Comprehensive Research-Based Reading Plan to implement a framework that aligns curriculum, instruction, personnel, resources and professional development to positively impact student achievement. 5. DIBELS to measure and monitor the development of both pre-reading and reading skills such as phonological awareness, alphabetic principle, and fluency with connected test to determine where instruction should begin. 6. DAR to provide more specific information for students having difficulties by focusing on specific skills and strategies for instruction. Teachers will participate in the following Critical Mass Training provided by the district which target teachers in a grade level or subject area. The trainings are intensive and focused on specific skills. 1. Project Right Beginnings targets kindergarten teachers in oral language and phonemic awareness. 2. Becoming Effective Active Readers (B.E.A.R.) targets first grade teachers in phonics skills. 3. Project Opening Worlds of Literacy (O.W.L.) targets second grade teachers with fluency skills. 4. Project (D.R.A.W.) Developing Readers and Writers targets third grade teachers with vocabulary, comprehension, and reading standards. 5. Reading Standards targets the fourth and fifth grade teachers on reading standards. 6. CRISS targets teachers on vocabulary and comprehension skills to help all students read, write, and learn more effectively within the content areas. 7. Houghton Mifflin Core Program training which provides teachers with effective usage of the Core Reading Program.

## **Evaluation**

This objective will be evaluated by the Summative Assessment data from the 2006 FCAT Reading Test. Formative Assessments will include DIBELS and DAR. The strategies stated above will be evaluated and monitored utilizing the following methods: Strategy 1: The use of the Deming's Plan-Do-Study-Act Instructional Cycle will be implemented on a continuous basis. Additionally the stages of the cycle will be implemented at the beginning of the year during the planning stage and mid-year to analyze and review data and monitor student progression. Analysis of the data will be reviewed at the end of the year to measure academic achievement. Strategy 2: Administration will monitor use of the Student Performance Indicators. Strategy 3: Tutoring services will be monitored using attendance rosters. Strategy 4: Tutoring for the LEP, SWD and students needing enrichment will be monitored using attendance rosters. Strategy 5: The strategy will be monitored using the reports provided by FCAT Explorer and Riverdeep. Strategy 6: Professional development trainings will be monitored using attendance rosters.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### **GOAL 2 STATEMENT:**

Improve all students' mathematics achievement.

### ***Needs Assessment***

An assessment of the 2005 Stanford Achievement Test reveals that 39 percent of the 3rd grade students scored below grade level (under 60th percentile) in mathematics. The 2005 Florida Comprehensive Assessment Test in Mathematics indicates that 16 percent of the 4th grade population scored achievement Levels 1 and 2. The assessment identified their greatest needs are in the areas of Number Sense, Geometry and Algebraic Thinking since there has been no growth in percentage of points earned in the last three years. Conversely, the 4th graders were successful in the areas of Data Analysis, Probability and Measurement with significant growth in percentage points earned. Thirty percent of the 5th graders scored achievement Levels 1 and 2 on the 2005 FCAT. The assessment demonstrates the need for intensive mathematics instruction in the area of Measurement and Geometry since there has been no growth in percentage of points earned in the last three years. Conversely, the 5th graders were successful in Number Sense and Data Analysis and Probability with significant growth in both areas. Analysis of the assessment also revealed a need for professional development which includes, but is not limited to, the following: 1. Training in the use of technology such as Edusoft, Riverdeep, FCAT Explorer and STAR Math. 2. Professional development opportunities in the teaching of mathematical skills provided through the Division of Mathematics and Science.

NCLB SUBGROUP TARGET



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 75 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Pan-Do-Study-Act (PDSA) school wide to monitor student mathematics achievement.	Administration	8/8/2005	5/24/2006
Utilize Student Performance Indicators (SPI) to analyze mathematical test data which provides instructional focus.	Administration	8/8/2005	5/24/2006
Provide after school tutorial services, supplemental instruction, and Saturday school for Level 1 and 2 students in the areas of Geometry, Algebraic Thinking and Measurement.	Administration and Math Coach	8/8/2005	5/24/2006
Provide after school tutorial services, supplemental instruction and Saturday school for SWD, LEP and students in need of enrichment in the areas of Geometry, Algebraic Thinking and Measurement.	Administration and Math Coach	8/8/2005	5/24/2006
Utilize technology and Riverdeep to improve mathematical skills for Level 1 and 2 students.	Media Specialist and Math Coach	8/8/2005	5/24/2006
Provide the staff with professional development in STAR Math and Riverdeep.	Administration and Media Specialist.	8/8/2005	5/24/2006

## Research-Based Programs

Harcourt Math, 2004 Edition, Scott Foresman-Addison Wesley Mathematics.

## **Professional Development**

The school will conduct the following professional development trainings during grade group meetings and collaborative planning times to improve the quality of instruction in the classroom for student achievement in mathematics: 1. Riverdeep software, which is a software tool used to reinforce, monitor and improve students' achievement. 2. Edusoft, an online assessment tool that offers a large assortment of FCAT preparation tests. 3. FCAT Explorer, which is used to help students learn about and practice skills tested on the FCAT. 4. Harcourt mathematics training to improve the quality of instruction in the classroom during mathematics. Teachers will participate in the following inservices provided by the district to enhance and enrich student achievement and the classroom environment: 1. Division of Mathematics and Science, Urban Systemic Program (USP), which provides instructional support for teachers in order to improve and enrich students' performance. 2. Riverdeep, provides teachers with efficient use in management systems and monitors students' progress.

## **Evaluation**

This objective will be evaluated by formative assessment data: 1. 2006 FCAT Mathematics Test and summative assessment data: (1) Harcourt Math chapter tests. (2) Harcourt Math unit tests (3) District assessment's using the following strategies. Strategy 1. The use of the Deming's Plan-Do-Study-Act instructional cycle will be implemented on a continuous basis. Additionally the stages of the cycle will be implemented at the beginning of the year during the planning stage and mid-year to analyze and review data and monitor student progression. Analysis of the data will be reviewed at the end of the year to measure academic achievement. Strategy 2. Administration will monitor use of the Student Performance Indicators. Strategy 3. Tutoring services will be monitored using attendance card rosters. Strategy 4. Student reports generated by STAR Math will be utilized to monitor progress. Strategy 5. Student reports generated by Riverdeep will be utilized to monitor progress.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

**GOAL 3 STATEMENT:**

Improve all students’ expository and narrative writing achievement.

**Needs Assessment**

The 2005 Florida Comprehensive Assessment Writing Test indicates that 82 percent of our student population scored 3.5 or above on the narrative portion of the test, while 83 percent scored 3.5 or above in expository. The 2004 Florida Comprehensive Assessment Writing Test indicated that 90 percent of our fourth grade students scored 3.5 or above on the narrative portion of the test, while 63 percent scored 3.5 or above on expository. It has been found that students made their gains in the expository portion of the test while the greatest need for intensive instruction exists in the area of narrative writing. The data reveals that adequate progress gain of one percent point was achieved. Furthermore, additional intensive instruction will address both portions of the writing test with emphasis on narrative writing during after school tutorial services and Saturday school. Analysis of the assessment also revealed a need for professional development which includes, but is not limited to, the following: (1) Training on the writing component of the Comprehensive Research-Based Reading Plan, (2) Training on the use of rubrics to grade expository and narrative writing , and (3) Writing Standards training.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by maintaining or increasing the number of students scoring at level 3.5 or above on the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Deming's Plan-Do-Study-Act Instructional Cycle (PDSA) school wide to monitor student writing achievement.	Administration	8/8/2005	5/24/2006
Administer pre and post district FCAT expository and narrative formative assessments to fourth grade students.	Administration	8/8/2005	5/24/2006
Identify low performing students and provide small group tutorials during the school day to target deficiencies.	Administration and Reading Coach	8/8/2005	5/24/2006
Provide LEP students and students with learning disabilities supplemental instruction and after school tutorial services using Houghton Mifflin.	Administration and Reading Coach	8/8/2005	5/24/2006
Provide Saturday school to low performing students in order to target their particular needs in expository and narrative writing.	Administration	1/7/2006	2/25/2006
Use Houghton Mifflin as a tool for teaching writing and monitoring students' writing development.	Administration and Reading Coach	8/8/2005	5/24/2006

### Research-Based Programs

Houghton Mifflin Reading, 2005 Edition

## **Professional Development**

Seminole Elementary School will conduct the following professional development trainings during grade group meetings and collaborative planning times to improve the quality of instruction in the classroom for students' achievement in writing: 1. Comprehensive Research-Based Reading Plan—to improve the use of the elements of effective writing to engage students in a recursive writing process that includes planning, writing, revising, and editing. 2. Expository prompt writing—to model, guide, and support the process of writing in order to explain why or how. 3. Narrative prompt writing—to model, guide, and support the process of writing in order to tell a story. 4. Graphic Organizers—to help students visualize, organize, and recall information from text. 5. Writing Standard training—to guide teachers on the elements of effective writing and understand the scoring rubric.

## **Evaluation**

The Writing objective will be evaluated by the summative assessment data from the 2006 FCAT Writing Test. Formative assessments data will include monthly writing prompts and district pre/post test. The strategies stated above will be evaluated and monitored by the following methods: Strategy 1. The use of Deming's Plan-Do-Study-Act Instructional Cycle will be implemented on a continuous basis. The stages of the cycle will be implemented at the beginning of the year during the planning stage, midyear to analyze data and monitor growth, and reviewed at the end of the year to measure academic achievement. Strategy 2. The results provided from the administration of the pre and post district FCAT expository and narrative formative assessments will be used to monitor student achievement. Strategy 3. Tutoring services will be monitored using composition notebooks and attendance rosters. Strategy 4. Tutoring services will be monitored using attendance rosters and work folders. Strategy 5. Tutoring services will be monitored using attendance rosters. Strategy 6. The use of Houghton Mifflin as a tool for teaching effective writing will be monitored by our monthly writing samples.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 4 STATEMENT:**

Improve all students' science achievement.

### ***Needs Assessment***

The 2005 Florida Comprehensive Assessment Test analysis of student achievement in grade five science indicates a student performance mean scale score of 284, below the district's 286. The assessment identified the areas of greatest need to be; (1) Earth and Space with 42% of students scoring below the average six points. (2) Life and Environmental Sciences with 41% of students scoring below the average of seven points (3) Scientific Thinking with 45% of students scoring below the average of seven points and (4) Physical and Chemical Science with 47% of students scoring below the average of eight points. To increase our score above the district mean, the students will be provided with intensive scientific study on the process of science through the annual Science Fair. Teachers will also conduct hands-on experiments in the classroom and students will give reports/mini-projects quarterly. Analysis of the assessment also revealed a need for professional development which includes, but is not limited to the following: (1) Sunshine State Standards content teaching methods instructional strategies to provide teachers with effective strategies to teach science content. (2) Title II Eisenhower workshops to assist teachers in subject area knowledge and instructional skills through the use of technology and hands-on problem solving learning strategies. 3. In-house science professional development to provide teachers with strategies to enhance classroom instruction.



## Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 289 on the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Deming's Plan-Do-Study-Act Instructional Cycle to monitor student science achievement.	Administration	8/8/2005	5/24/2006
Provide daily science instruction to all students in need of support or enrichment in the areas of Physical and Chemical Science, Earth and Space Science, Life and Environmental Science and Scientific Thinking.	Administration	8/8/2005	5/24/2006
Provide students with daily science activities.	Administration	8/8/2005	5/24/2006
Provide fifth grade students the opportunity to participate in the fifth grade annual science fair.	Administration	8/8/2005	5/24/2006
Use McGraw-Hill as a tool for teaching science and monitoring students' development.	Administration	8/8/2005	5/24/2006

## Research-Based Programs

McGraw-Hill Science, 2000

## **Professional Development**

The school will conduct the following professional development trainings during grade group meetings and collaborative planning times to improve the quality of instruction in the classroom for student achievement in science: (1) Science strand training for third and fourth grade teachers to ensure the concepts being taught spiral through the curriculum in order to prepare students for the fifth grade Science FCAT. (2) Scientific Process training to provide teachers with strategies on how to prepare students for the Science Fair. (3) Supplemental materials for instruction in order to enhance student performance through the use of available resources for educators to implement in the classroom. Teachers will participate in the following inservices provided by the district: (1) Sunshine State Standards content teaching methods instructional strategies to provide teachers with effective strategies to teach science content. (2) Title II Eisenhower is a content-oriented workshop given to upgrade subject area knowledge and instructional skills through the use of technology and hands-on problem solving learning strategies. (3) Elementary science workshop to provide teachers with strategies to enhance classroom instruction. (4) Elementary science workshop to provide teachers with strategies for increasing critical thinking. (5) Elementary workshop to emphasize the importance of teaching science through inquiry.

## **Evaluation**

The above stated strategies will be monitored through implementation of the following formative assessment data: (1) 2006 FCAT Science Test, summative assessment (2) McGraw-Hill Science, 2000 Edition, Chapter and Unit Tests. (3) McGraw-Hill End of the Year Test. Each strategy will be evaluated utilizing the following method: Strategy 1. The use of Deming's Plan-Do-Study-Act Instructional Cycle will be implemented on a continuous basis. The stages of the cycle will be implemented at the beginning of the year during the planning stage, midyear to analyze data and monitor growth, and reviewed at the end of the year to measure academic achievement. Strategy 2 and 3. Monitor daily science activities and student mini-projects using teacher logs and samples. Strategy 4. Pictures and samples of annual fifth grade science Fair will be provided. Strategy 5. Weekly test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement in school activities.

### ***Needs Assessment***

Parent participation rosters during 2004-2005 school year indicated an increase of 45 percent when compared to those of 2003-2004. Review of FCAT academic workshops offered to parents in the 2004-2005 school year indicates a need to increase parental participation. Less than 50 percent of parents attended FCAT workshops. Our Community Involvement Specialist will serve as a liaison between the school and the parents informing them of workshops and activities conducted.

## Measurable Objective

Given increased attention to communication with all stakeholders at Seminole Elementary School, there will be a ten percent increase in parent participation as evidenced by attendance rosters for Florida Comprehensive Assessment Test workshops from 2005-2006 school year as compared to those in the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Deming's Plan-Do-Study-Act Instructional Cycle to monitor parental involvement.	Administration and Community Involvement Specialist	8/8/2005	5/24/2006
Provide information to the parents about the importance of Parent Compact Program at school sponsored workshops and activities for greater parent awareness.	Administration and Community Involvement Specialist	8/8/2005	5/24/2006
Provide expository and narrative workshops to parents of fourth grade students including LEP and Students With Disabilities. In order to provide parents with tools to actively participate in their child's academic progress.	Administration and Community Involvement Specialist and Fourth Grade Teachers	8/8/2005	5/24/2006
Present parent workshops in mathematics and science to parents of fifth grade students including LEP and Students With Disabilities. In order to provide parents with tools to actively participate in their child's academic progress.	Community Involvement Specialist and Fourth Grade Teachers	8/8/2005	5/24/2006
Present parent workshops in reading and mathematics to parents of third, fourth and fifth grade students including LEP and Students With Disabilities. In order to provide parents with tools to actively participate in their child's academic progress.	Administration and Community Involvement Specialist and Third, Fourth, and Fifth Grade Teachers	8/8/2005	5/24/2006
Utilize Title I Parent Resource Center, on a continuous basis, to disseminate information to parents and community.	Community Involvement Specialist	8/8/2005	5/24/2006

## **Research-Based Programs**

Just Read, Families!, “Getting Started”, “PASSport to Success”

## **Professional Development**

The school will conduct the following professional development training during grade group meetings and collaborative planning times to improve student achievement: Families Building Better Readers, a program geared toward encouraging literacy in a family setting. 2. Read With Me! Reading program that encourages parents of LEP and SWD students to read together through the use of books and audio cassettes.

## **Evaluation**

These objectives will be evaluated by a summative comparison of attendance rosters for FCAT workshops from 2005-2006 school year to those in the 2004-2005 school year. This documentation will be provided by the Community Involvement specialist to insure that parental involvement is meeting the ten percent goal. Each strategy will be evaluated utilizing the following method: 1. The Deming’s Plan-Do –Study –Act Instructional cycle will be used at the beginning of the year, during the planning stage, mid-year to analyze data and monitor workshops offered and reviewed at the end of the year to measure the effectiveness of the workshops. Strategy 2. Collect the parental Compact Program sheets from parents at the parent workshops and activities. Strategy 3. Complete attendance rosters at parental writing workshops. Strategy 4. Complete attendance rosters at parental mathematics and science workshops. Strategy 5. Complete attendance rosters at parental reading and mathematics workshops. Strategy 6. The Community Involvement Specialist will collect the signatures of parents who come to the parent resource center for additional information regarding school operations.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 6 STATEMENT:***

Decrease number of student referrals and reported accidents.

### ***Needs Assessment***

An overview of Seminole Elementary school records from August 2004 to June 2005 reveals that there were a total of 65 student referrals. Of these, 59 were for general disruptive conduct, 3 for use of provocative language, 2 for failure to complete assignments, and 1 for simple battery. In addition, there were 123 accidents reported on school grounds. According to this data, intervention strategies should be implemented by teachers and counselors for students and their parents to decrease the number of referrals and accidents.

## Measurable Objective

Given an emphasis on a safe and orderly environment, the number of referrals and accidents will decrease within five percent as measured by a comparison of incidents during the 2005-2006 school year to those of the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review Student Code of Conduct with students.	Administration and Counselor	08/08/2005	05/24/2006
Implement Miami-Dade County Public School Character Education Program.	Counselor	08/08/2005	05/24/2006
Implement Drug Awareness and Resistance Education- D.A.R.E. in the fifth grade.	Administration and Police Officer	08/08/2005	05/24/2006
Implement Safety Patrol Program to enhance school safety.	Safety Patrol Coordinator	08/08/2005	05/24/2006
Provide individual and/or group counseling.	School Counselor	8/8/2005	5/24/2006
Provide referrals and information for outside agencies to parents.	School Counselor	8/8/2005	5/24/2006

## Research-Based Programs

Character Education District required nine-core character education program.

## Professional Development

Professional Development for Elementary School Counselors will be attended on 9/19/05, 12/5/05, 1/30/06, and 4/24/06.

Staff development on Child Study Team conducted by counselor: 08/05.

Functional Assessment of Behavior (FAB) Training for staff conducted by counselor: 10/05.

## **Evaluation**

The data from Seminole Elementary's referral actions/suspensions and accident reports will be used to assess and evaluate these strategies and objectives. The number of referrals and reported accidents will decrease within five percent as measured by a comparison of incidents during the 2005-2006 school year to those of the 2004-2005 school year.



## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 7 STATEMENT:***

Increase technology use to improve student achievement.

### ***Needs Assessment***

The 2004-2005 Computer Lab Roster indicates that the lab was used 37 percent of the school year for FCAT related reading and math activities to promote student improvement. The data provided shows a need for increasing the percentage of lab use to further promote student achievement using research-based, district approved programs such as Riverdeep, for all grades and FCAT Explorer for grades three and four in reading and grade five in math.

## Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will increase achievement in the areas of reading and mathematics as evidenced by a five percent increase in computer usage when comparing the 2005-2006 and 2004-2005 computer lab sign-in rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the FCAT Explorer program to improve reading skills with students in grades three and four.	Media Specialist and Reading Coach	08/08/2005	05/24/2006
Utilize the FCAT Explorer program to improve mathematical skills with students in grade five.	Media Specialist and Reading Coach	08/08/2005	05/24/2006
Utilize the Riverdeep program to improve students' reading skills and mathematical skills.	Media Specialist and Reading Coach	08/08/2005	05/24/2006
Provide student assessment through STAR Reading for grades two through five and STAR Math for grades three through five.	Media Specialist and Reading Coach	08/08/2005	05/24/2006
Utilize Accelerated Reader program to improve reading achievement.	Media Specialist	08/08/2005	05/24/2006
Provide school site driven professional development for FCAT Explorer, Riverdeep, STAR Reading, STAR Math, and Accelerated Reader programs.	Media Specialist and Reading Coach	08/08/2005	05/24/2006

## Research-Based Programs

Houghton Mifflin Reading

## Professional Development

The school will conduct the following professional development training during grade group meetings and collaborative planning times as well as half day and after school workshops, to improve the quality of instruction in the classroom for student achievement. 1. Accelerated Reader to improve students' reading and literacy skills at their instructional level. 2. STAR Reading and Star Math to assess students' reading and math levels to determine appropriate placement for accelerated programming. 3. FCAT Explorer and Riverdeep software tools to reinforce and improve students' reading and mathematical skills. 5. The school's Technology Mentor, through the ETT Program, will provide instruction and support for teachers in an effort to increase the implementation of technology used in the classroom.

## **Evaluation**

The strategies stated above will be evaluated and monitored utilizing the following methods: Strategy 1: FCAT Explorer reports will be used to monitor student usage in grades three and four. Strategy 2: FCAT Explorer reports will be used to monitor student usage in grade five. Strategy 3: Riverdeep reports will be used to monitor student usage. Strategy 4: STAR Math and STAR Reading snapshot class reports will be used to monitor student progress. Strategy 5: Accelerated Reader reports will be used to monitor student completion. Strategy 6: Professional development trainings will be monitored using attendance rosters.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 8 STATEMENT:***

Increase percentage of students receiving FITNESSGRAM awards.

### ***Needs Assessment***

The Physical Fitness-Test Summary of the 2004-2005 school year reflects a need for our students to improve their physical fitness. Of the 207 students tested using the Miami-Dade County Public Schools FITNESSGRAM, none of them met the standards for the Gold award. Forty-five students achieved the Silver Award. Therefore, twenty-two percent of the students tested were award winners.

## Measurable Objective

Given instruction using the Miami-Dade County Public Schools FITNESSGRAM standards, there will be an increase of five percent in the number of students in grades four through five who receive awards when comparing the Physical Fitness Test Summary of the 2005-2006 school year to those of the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Deming's Plan-Do-Study-Act Instructional Cycle to monitor student achievement.	Administration	8/8/2005	5/24/2006
Implement resistance type exercises to develop muscular strength.	Administration	8/8/2005	5/24/2006
Increase the number of activities involving FITNESSGRAM test simulation.	Administration	8/8/2005	5/24/2006
Increase the number of days of conditioning for cardiovascular development.	Administration	8/8/2005	5/24/2006
Implement fitness test practice sessions.	Administration	8/8/2005	5/24/2006
Implement exercises to increase student flexibility.	Administration	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Our physical educators will attend the Miami-Dade County Public Schools Department of Physical Education Physical Fitness workshop and Fitness Walking inservice to assure increased student achievement.

## Evaluation

This objective will be evaluated by using the Miami-Dade County Public Schools FITNESSGRAM test. According to their scores, students will receive Gold and Silver awards.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

**GOAL 9 STATEMENT:**

Increase knowledge of visual art elements and design principles.

**Needs Assessment**

Thirty percent of the fifth grade students enrolled in elementary art scored below 50 percent on the 2005-2006 Art Elements and Design Principles Pre-Test.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their scores on the Art Elements and Design Principles test by 15 percent when comparing results from the Spring 2006 administration to those of the Fall 2005 administration.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Deming's Plan-Do-Study-Act Instructional Cycle to monitor student achievement.	Administration	08/08/2005	05/24/2006
Emphasize, in each lesson, the main art element and principles.	Administration	08/08/2005	05/24/2006
Create a display board of definitions of elements and principles for student reference.	Administration	08/08/2005	05/24/2006
Develop a game using famous artwork to find main elements and principles.	Administration	08/08/2005	05/24/2006
Participate in a minimum of three art exhibits county wide.	Administration	08/08/2005	05/24/2006
Display students' art throughout school to increase student awareness of art elements and principles.	Administration	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Our art educator will attend Florida Art Education Association Conference and Miami-Dade County art education inservices, throughout the year to assure increased student achievement.

## Evaluation

This objective will be evaluated by the formative assessment data on the Art Elements and Design Principles Test and weekly assessments.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

Seminole Elementary School will rank at the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicates that in 2004, Seminole Elementary ranked at the 33rd percentile on the State of Florida ROI index.



## Measurable Objective

Seminole Elementary School will improve its ranking on the State of Florida ROI index publication from the 33rd percentile in 2003 to the 38th percentile on the next publication.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed on the use of financial resources in relation to school programs.	Principal	08/08/2005	05/24/06
Collaborate with the district on resource allocation.	Principal	08/08/2005	05/24/2005
Share facility with the afterschool program.	Principal	08/08/2005	05/24/2006
Establish relationships with community agencies.	Principal	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, Seminole Elementary will show progress toward reaching the 90th percentile.

## *EESAC Compliance*

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

### ***Budget:***

A meeting was held at the school level to review the budget. Members of the EESAC discussed school needs and prioritized expenditures upon such needs

### ***Training:***

EESAC members provided input as to the need for inservices to improve student achievement.

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

The EESAC members provided input in the expenditure of funds for instructional materials.

### ***Technology:***

Funds will be expended for additional technology materials, supplies, personnel and training.

### ***Staffing:***

The EESAC members offered alternative suggestions to help students, such as the hiring of hourly teachers and paraprofessionals to assist in the classroom.

### ***Student Support Services:***

Members of the EESAC assisted in the identification of students who did not demonstrate adequate academic growth and made referrals to the Child Study Team.

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

EESAC members recommended the use of additional allocations for instructional materials, personnel and supplies. The EESAC offered funds for incentives to reward students who achieved high academic standards.

### ***Benchmarking:***

The EESAC met monthly to monitor the School Improvement Plan benchmark strategies.

***School Safety & Discipline:***

Members of the EESAC assisted in developing the schoolwide discipline plan and monitoring the monthly meetings of the school's Safety and Discipline Committee.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*