
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Seminole Elementary School

Seminole Elementary School is composed of pre-kindergarten through fifth grade with a student enrollment of 628. The population consists of 94 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 mathematic and science model) housed with 31 students who range from kindergarten to fifth grade. The Academic Excellence before-school resource model, which focuses on critical thinking addressed through technology and multimedia, allows students to engage in real life situations and provides context to be presented in ways that are real, interdisciplinary and multicultural.

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 2006-2007 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades four will increase their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to 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 of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders at Seminole Elementary School, there will be a five percent increase in parental participation as evidenced by attendance rosters for Florida Comprehensive Assessment Test workshops from 2006-2007 school year as compared to those in the 2005-2006 school year.

Given an emphasis on a safe and orderly environment, the number of behavioral referrals will decrease within five percent as measured by a comparison of incidents during the 2006-2007 school year to those of the 2005-2006 school year.

Given an emphasis on the use of technology in education, students in grades three through five will increase by five percent the use of technology when comparing the 2006-2007 and 2005-2006 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 and five who receive awards when comparing the Physical Fitness Test Summary of the 2006-2007 school year to those of the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grade five will improve their scores on the Historic Master Artist Lives and Styles test by ten percent when comparing results from the Spring 2007 administration to those of the Fall 2006 administration.

Seminole Elementary School will improve its ranking on the State of Florida ROI index publication from the 79 percentile to the 80 percentile on the next publication of the index.

Based on our Organizational Performance Improvement Survey, the faculty and staff gave the lowest rating to Process Management (4.2) and Strategic Planning (4.2). To improve these areas we will ensure that there is open communication with all stakeholders. 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 Organizational Performance Improvement Survey.

The objectives listed 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 that deal 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

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. In 2005, 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.

Seminole Elementary serves 628 students. Of these, 628 are from the surrounding neighborhood, and 30 are approved out of area transfer students. The school population includes 270 standard curriculum students, 63 Students With Disabilities, 31 gifted students, 247 Limited English Proficient students, and 17 Pre-Kindergarten students. Seventy-three 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 fourth and fifth grade are serviced through inclusion classrooms, 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 94 percent Hispanic, 4 percent White Non-Hispanic, 2 percent African American, and 1 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 64 full time and 10 part-time staff members.

Of this group, two are administrators, thirty-one are classroom teachers, seven are special area teachers, three exceptional student teachers, one media specialist, one Title I resource, one reading coach, one guidance counselor, two classroom paraprofessionals, six clerical employees, eight cafeteria workers, six custodial workers, and two security monitors. The teacher student ratio in primary is 1:18 and in intermediate 1:24. Forty-seven of the faculty members have earned Bachelor's Degrees. Out of those 47, twelve have also achieved a Master's Degree. Four 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 three classroom teachers who are new to the school. Of those, two 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 years of experience of the faculty is eleven. The principal and the assistant principal together have twenty-seven years of experience as administrators and forty-seven 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. Sixty-five percent of those students made a year's worth of progress. Eighty-nine percent of the students scored at or above grade level in math. Sixty-eight percent of those students made a year's worth of progress. Ninety-four 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-five percent of students in third grade have been identified as Tier 1, working below grade level. Four 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 2005-2006 school year was 95.58%, which is a slight decrease from the 2004-2005 school year which had an overall attendance of 95.69%. That shows a need to increase the overall attendance at the school. The school's PTA provides incentives for perfect 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 increased 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. SuccessMaker and ReadingPlus software to provide instructional skills. 4. Riverdeep software tool to reinforce and improve students' reading skills. 5. 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. 6. 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. 7. 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 five consecutive years. In addition, Seminole Elementary was also recognized as one of the top 100 schools by the state in 2004-2005. 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.

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 schoolwide. Using the 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

Leadership:

At Seminole Elementary School, 95 percent of the staff completed the Organizational Performance Improvement Snapshot Survey. The average score in the Leadership category was 4.3. The majority of the school's staff feels that the people they work with cooperate and work as a team. The school administration communicates the school's resolve in meeting its goals and provides opportunities for teachers to further develop their professional skills.

District Strategic Planning Alignment:

The school's Organizational Performance Improvement Snapshot Survey indicates that the majority of the school's personnel want increased knowledge on the parts of the school's plans that will affect them and their work, how well the location is doing financially and their progress on their part of the school's plan. The average category score for Strategic Planning was 4.1 rating it the lowest.

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. The average score in this category, according to the school's Organizational Performance Improvement Snapshot Survey, was 4.4. Therefore, 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 majority of the school's personnel indicated on the school's Organizational Performance Improvement Snapshot Survey that they know who their most important customers are and they keep in touch with them. Staff members also indicated strongly that they know the location's mission and their work products meet all requirements for high quality and excellence. The average score in is this category was 4.3.

Data/Information/Knowledge Management:

At Seminole Elementary School, our ultimate goal is for students to achieve academic excellence. This area was rated the highest in the school's Organizational Performance Improvement Snapshot Survey, with a an average score of 4.5. Based on this, the staff has demonstrated an awareness of the importance of data measurement, analysis and knowledge management as it relates to our progress towards meeting the goals set in our School Improvement Plan.

Education Design:

The area of process management received a category score of 4.2 on the school's Organizational Performance Improvement Snapshot Survey, making it the second lowest. This indicates that the majority of the staff members are not clear on what the expectations are for their area of performance.

Performance Results:

The Operational Performance Improvement Snapshot Survey indicates that a high percentage of our staff believes that their customers are satisfied with their work and that it meets all requirements of laws and regulations in this field. The average score in this category was 4.3.

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 2006 Stanford Achievement Test data reveals that 55 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 four percent of the 3rd graders are identified as Tier 2 students who scored Level 1 on the 2006 Florida Comprehensive Assessment Test. These students have been scheduled to receive extended intensive instruction during the school 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. Data indicates that the 4th grade students scored 71 percent in Words and Phrases, 67 percent in Comparison and Contrast, 73 percent in Main Idea/Author's Purpose, and 75 percent in Reference and Research. These 4th graders are in need of intensive instruction in the areas of Words and Phrases, and Comparison and Contrast. The 5th grade reading FCAT assessment demonstrated that 23 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. Data indicates that the 5th grade scored 50 percent in Reference and Research, 64 percent in Main Idea/Author's Purpose, 65 percent in Compare and Contrast, and 83 percent in Words and Phrases.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" 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 five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Implement the Plan-Do-Study- Act Instructional Cycle (PDSA) schoolwide to monitor students' reading achievement. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide staff with professional development in the K-12 Comprehensive Research-Based Reading Plan, DIBELS, and DAR. | Administration and Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Utilize Student Performance Indicators (SPI) to analyze reading test data to provide information for the instructional focus calendar. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$7000.00 |
| Provide after school and before 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$7000.00 |
| Utilize Reading Plus, SuccessMaker, FCAT Explorer and Riverdeep to improve reading comprehension for Level 1 and 2 students. | Administration, Reading Coach and Classroom Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$250.00 |

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 increased 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. SuccessMaker and ReadingPlus a software tool to improve students' instructional reading level. 4. Riverdeep software tool to reinforce and improve students' reading skills. 5. 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. 6. 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. 7. 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. CRISS targets teachers on vocabulary and comprehension skills to help all students read, write, and learn more effectively within the content areas. 6. 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 2007 FCAT Reading Test. Formative Assessments will include DIBELS and District Intermin Assessments (IA). The strategies stated above will be evaluated and monitored utilizing the following methods: Strategy 1: The use of the 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 SuccessMaker, Reading Plus and FCAT Explorer. 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 2006 Stanford Achievement Test reveals that 51 percent of the 3rd grade students scored below grade level (under 59th percentile) in mathematics. The 2006 Florida Comprehensive Assessment Test in Mathematics indicates that thirteen percent of the 4th grade population scored achievement Levels 1 and 2. Data indicates that the 4th graders scored 62 percent in Measurement, 71 percent in Data Analysis, 71 percent in Geometry, 75 in Number Sense and 83 percent in Algebraic Thinking. The assessment identified their greatest needs are in the areas of Measurement and Data Analysis. Conversely, the 4th graders were successful in the areas of Number Sense, and Algebraic Thinking. The 5th grade mathematic FCAT assessment demonstrated that eighteen percent of the students scored achievement Levels 1 and 2. Data indicated that the 5th graders scored 57 percent in Algebraic Thinking, 70 percent in Number Sense, 71 Data Analysis, 71 percent in Geometry and 75 percent in Measurement. The assessment demonstrates the need for intensive mathematics instruction in the area of Number Sense and Algebraic Thinking. Conversely, the 5th graders were successful in Data Analysis, Geometry and Measurement.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" 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 increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Implement the Plan-Do-Study-Act (PDSA) schoolwide to monitor student mathematics achievement. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Utilize technology such as SuccessMaker to improve mathematical skills for Level 1 and 2 students. | Media Specialist and Math Coach | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Student Performance Indicators (SPI) to analyze mathematical test data which provides instructional focus. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide the staff with professional development in STAR Math, SuccessMaker and Riverdeep. | Administration and Media Specialist. | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$250.00 |
| Provide after school tutorial services, supplemental instruction and Saturday school for SWD, LEP and students in need of enrichment in the areas of Data Analysis, Algebraic Thinking and Measurement. | Administration and Math Coach | 8/14/2006 | 5/30/2006 | District Strategic Plan | \$7000.00 |
| Provide after school tutorial services, supplemental instruction, and Saturday school for Level 1 and 2 students in the areas of Data Analysis, Algebraic Thinking and Measurement. | Administration and Math Coach | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$7000.00 |

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. SuccessMaker, which is a software tool used for the development of math skills. 2. Riverdeep software, which is a web based tool used to reinforce, monitor and improve students' achievement. 3. Edusoft, an online assessment tool that offers a large assortment of FCAT preparation tests. 4. FCAT Explorer, which is used to help students learn about and practice skills tested on the FCAT. 5. 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 or school 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. SuccessMaker training to provide teachers with an efficient software tool, to improve student achievement.

Evaluation

This objective will be evaluated by Summative Assessment data: 1. 2007 FCAT Mathematics Test and Formative Assessment data: (1) Harcourt Math chapter tests. (2) Harcourt Math unit tests (3) District Interim provided assessments, using the following strategies. Strategy 1. The use of the 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. Student reports generated by STAR Math will be utilized to monitor progress. Strategy 5. Student reports generated by SuccessMaker 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

District Strategic Plan

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|--|---|--|---|--|
| 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 3 STATEMENT:

All students will be able to incorporate the following elements in their writing; focus, organization, support, and conventions.

Needs Assessment

The 2006 Florida Comprehensive Assessment Writing Test indicates that 82 percent of our fourth grade students scored 3.5 or above on the narrative portion of the test, while 93 percent scored 3.5 or above on expository. The 2005 Florida Comprehensive Assessment Writing Test indicated that 82 percent of our fourth grade students scored 3.5 or above on the narrative portion of the test, while 83 percent scored 3.5 or above on expository. It has been found that more students made their gains on 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 on the combined essay score.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" 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 four will increase their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Implement Plan-Do-Study-Act Instructional Cycle (PDSA) schoolwide to monitor student writing achievement. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Administer pre and post district FCAT expository and narrative formative assessments to fourth grade students. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use Houghton Mifflin as a tool for teaching writing and monitoring students' writing development. | Administration and Reading Coach and classroom teacher | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide LEP students and students with disabilities supplemental instruction and after school tutorial services using Houghton Mifflin. | Administration and Reading Coach and classroom teacher | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$4000.00 |
| Identify low performing students and provide small group tutorials during the school day to target deficiencies. | Administration and Reading Coach | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$5500.00 |
| Provide Saturday school to low performing students in order to target their particular needs in expository and narrative writing. | Administration | 1/8/2007 | 2/25/2007 | District-wide literacy plan | \$5500.00 |

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 2007 FCAT Writing Test. Formative Assessment 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 the 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 for low performing students will be monitored using attendance rosters. Strategy 4. Tutoring services for LEP and SWD students will be monitored using attendance rosters and work folders. Strategy 5. Saturday 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"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The 2006 results of the fifth grade science Florida Comprehensive Assessment Test indicated a that 28 percent of the fifth grade students scored Level 3 or above. The assessment identified the strands of greatest need to be: (1) Earth and Space with a score 43 percent of possible points earned. (2) Life and Environmental Sciences with a score of 54 percent of possible points earned. (3) Scientific Thinking with 50 percent of possible points earned. (4) Physical and Chemical Science with 50 percent of possible points earned.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|--------|
| | | START | END | | |
| Implement the Plan-Do-Study-Act Instructional Cycle to monitor student science achievement. | Administration | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Provide students with daily science activities. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Use McGraw-Hill as a tool for teaching science and monitoring students' development. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

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 increased 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) Elementary science workshop to provide teachers with strategies to enhance classroom instruction. (3) Elementary science workshop to provide teachers with strategies for increasing critical thinking. (4) Elementary workshop to emphasize the importance of teaching science through inquiry.

Evaluation

The above stated strategies will be monitored through implementation of the following Summative Assessment data: 2007 FCAT Science Test. The Formative Assessment data will consist of (1) Science Pre/Post test created by Edusoft, (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 the 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. 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.)

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|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| 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"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Parent participation in Florida Comprehensive Assessment Test workshops increased by eleven percent during 2005-2006 school year as evidenced by a comparison to the attendance rosters of the 2004-2005 school year. Review of attendance at FCAT academic workshops offered to parents in the 2005-2006 school year indicates a need to increase parental participation. Less than 60 percent of parents attended FCAT workshops.

Measurable Objective

Given increased attention to communication with all stakeholders at Seminole Elementary School, there will be a five percent increase in parental participation as evidenced by attendance rosters for Florida Comprehensive Assessment Test workshops from 2006-2007 school year as compared to those in the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|----------|
| | | START | END | | |
| Utilize Title I Parent Resource Center, on a continuous basis, to disseminate information to parents and community. | Community Involvement Specialist | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$500.00 |
| 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$500.00 |
| Provide expository and narrative writing 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$500.00 |

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: 1. 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 2006-2007 school year to those in the 2005-2006 school year. This documentation will be provided by the Community Involvement Specialist to ensure that parental involvement will meet the ten percent goal. Each strategy will be evaluated utilizing the following method: Strategy 1. Collect the parental Compact Program sheets from parents at the parent workshops and activities. Strategy 2. Complete attendance rosters at parental writing workshops. Strategy 3. Complete attendance rosters at parental mathematics and science workshops. Strategy 4. Complete attendance rosters at parental reading and mathematics workshops. Strategy 5. 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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|---|--------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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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 the number of behavioral student referrals.

Needs Assessment

An overview of Seminole Elementary school records from August 2005 to June 2006 reveals that there were a total of 83 student referrals. Of these, 74 were for general disruptive conduct, 2 outdoor suspension, 7 indoor suspension. According to this data, intervention strategies will be implemented by teachers and counselors for students and their parents to decrease the number of referrals.

Measurable Objective

Given an emphasis on a safe and orderly environment, the number of behavioral referrals will decrease within five percent as measured by a comparison of incidents during the 2006-2007 school year to those of the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|------------|-------------------------|--------|
| | | START | END | | |
| Review Student Code of Conduct with students. | Administration and Counselor | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Implement Miami-Dade County Public School Character Education Program. | Counselor | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Implement Drug Awareness and Resistance Education- D.A.R.E. in the fifth grade. | Administration and Police Officer | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Provide individual and/or group counseling. | School Counselor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide referrals and information on outside agencies to parents. | School Counselor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Character Education District required nine-core character education program.

Professional Development

Professional Development for Elementary School Counselors will be attended on 9/25/06, 11/2/06, 1/29/07, and 4/24/07.

Staff development on Child Study Team conducted by counselor: 08/06.

Evaluation

The data from Seminole Elementary's referral actions/suspensions reports will be used to assess and evaluate these strategies and objectives. The number of referrals will decrease within five percent as measured by a comparison of incidents during the 2006-2007 school year to those of the 2005-2006 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"/> |

Miami-Dade County Public Schools

District Strategic Plan

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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 2005-2006 Computer Lab Roster indicates that the lab was used 49 percent of the school year for FCAT related reading and math activities to promote student achievement.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will increase by five percent the use of technology when comparing the 2006-2007 and 2005-2006 computer lab sign-in rosters.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|------------|-------------------------|------------|
| | | START | END | | |
| Utilize the FCAT Explorer program to improve reading skills with students in grades three and four. | Media Specialist and Reading Coach | 8/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Utilize the FCAT Explorer program to improve mathematical skills with students in grade five. | Media Specialist and Reading Coach | 8/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Provide student assessment through STAR Reading for grades two through five and STAR Math for grades three through five. | Media Specialist and Reading Coach | 8/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Utilize Accelerated Reader program to improve reading achievement. | Media Specialist | 8/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Provide school site driven professional development for SuccessMaker, ReadingPlus, FCAT Explorer, Riverdeep, STAR Reading, STAR Math, and Accelerated Reader programs. | Media Specialist and Reading Coach | 8/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Utilize SuccessMaker, ReadingPlus and Riverdeep program to improve students' reading skills and mathematical skills. | Media Specialist and Reading Coach | 8/14/2006 | 05/30/2007 | District Strategic Plan | \$22000.00 |

Research-Based Programs

Riverdeep, SuccessMaker, FCAT Explorer, Reading Plus software tools.

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. SuccessMaker, Reading Plus, FCAT Explorer and Riverdeep software tools to reinforce and improve students' reading and mathematical skills. 5. The school's technology mentor 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: SuccessMaker and Reading Plus reports will be used to monitor student usage and progress. 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.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
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| <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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

The Physical Fitness-Test Summary of the 2005-2006 school year reflects a need for our students to improve their physical fitness. Of the 237 students tested using the Miami-Dade County Public Schools FITNESSGRAM, none of them met the standards for the Gold award. Seventy-one students achieved the Silver Award. Therefore, 30 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 and five who receive awards when comparing the Physical Fitness Test Summary of the 2006-2007 school year to those of the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|-------------------------|--------|
| | | START | END | | |
| Implement the Plan-Do-Study-Act Instructional Cycle to monitor student achievement. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement resistance type exercises to develop muscular strength. | Administration | 8/14/2006 | 5/30/2006 | District Strategic Plan | \$0.00 |
| Increase the number of activities involving FITNESSGRAM test simulation. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase the number of days of conditioning for cardiovascular development. | Administration | 8/14/2005 | 5/30/2006 | District Strategic Plan | \$0.00 |
| Implement fitness test practice sessions. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Implement exercises to increase student flexibility. | Administration | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |

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.)

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|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
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| <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

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

GOAL 9 STATEMENT:

Increase knowledge of the lives and artistic styles of four historic master artists.

Needs Assessment

Sixty percent of the fifth grade students enrolled in elementary art scored below 65 percent on the Fall 2006 administration of the Historic Master Artist Lives and Styles test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their scores on the Historic Master Artist Lives and Styles test by ten percent when comparing results from the Spring 2007 administration to those of the Fall 2006 administration.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|------------|------------|------------------------------|--------|
| | | START | END | | |
| Implement the Plan-Do-Study-Act Instructional Cycle to monitor student achievement. | Administration | 08/14/2006 | 05/30/2007 | Continuous Improvement Model | \$0.00 |
| Display students' art throughout school to increase student awareness of art elements and principles. | Administration | 08/14/2005 | 05/30/2006 | District Strategic Plan | \$0.00 |
| Participate in a minimum of three art exhibits county wide. | Administration | 08/14/2005 | 05/30/2006 | District Strategic Plan | \$0.00 |
| Emphasize, in each lesson, the main art element and principles. | Administration | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Create a display board showing master artists' work. | Administration | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |

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 Historic Master Artist Lives and Styles 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.)

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|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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

| | | | | |
|--|---|--|---|--|
| 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 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 2005, Seminole Elementary ranked at the 79 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 79 percentile to the 80 percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|------------|------------|-------------------------|--------|
| | | START | END | | |
| Collaborate with the district on resource allocation. | Principal | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Establish relationships with community agencies. | Principal | 08/14/2005 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Become more informed on the use of financial resources in relation to school programs. | Principal | 08/14/2005 | 05/30/2007 | District Strategic Plan | \$0.00 |
| Share facility with the after school program. | Principal | 08/14/2006 | 05/30/2007 | District Strategic Plan | \$0.00 |

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

| 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.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$14,250.00 |
| Goal 2: Mathematics | \$14,250.00 |
| Goal 3: Writing | \$15,000.00 |
| Goal 4: Science | \$0.00 |
| Goal 5: Parental Involvement | \$1,500.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$22,000.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$0.00 |
| Goal 10: Return On Investment | \$0.00 |
| Total: | \$67,000.00 |

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent