

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Seminole Elementary School (4921)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Cynthia Flanagan

Superintendent - Rudolph F. Crew, Ed.D.





School Improvement Plan 2007-2008



EXECUTIVE SUMMARY

Seminole Elementary School is a Title I school composed of pre-kindergarten through fifth grade with a student enrollment of 598. The population consists of 93 percent Hispanic, two percent White Non-Hispanic, two percent Black Non-Hispanic and three percent Other. Our school offers several programs to our students such as "The Connecting Center" (gifted mathematics and science model) housed with 35 students who range from kindergarten to fifth grade.

The school is located in a commercialized area at 121 S.W. 78 Place. 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.

Seminole opened its doors in 1960. The original school building surrounds an inner courtyard. It houses the school's office, administrative offices, the school's cafeteria and 26 classrooms. In 1999, the school added 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, four 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 percent 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 building is being renovated. All classroom doors are being replaced. The entire school is scheduled to be painted during the 2007-2008 school year.

The school was granted the Qualified Zone Academy Bonds (QZAB) in 2002, which was used to establish a computer lab. The school was also awarded the All Students All Schools Grant during the 2003-2004 and 2004-2005 school years to implement an inclusion model of instruction for Special Education (SPED) students. In 2002-2003 and 2003-2004 the school was chosen to participate in the Universal Design for Learning (UDL) model which provided computers for Special Education (SPED) students to better access education in the least restrictive environment.

Seminole Elementary employs 61 (86 percent) full time and seven (10 percent) part-time staff members. The teacher student ratio in primary is 1:19.09 and in intermediate 1:22.00. Special Education students per grade are as follows: kindergarten- six students, first grade- 11 students, second grade- 13 students, third grade- 36 students, fourth grade- nine students and fifth grade-13 students. That includes students receiving one or more of the following services: Speech Therapy, Language Therapy, Students in ESE Academics and Gifted students.

The overall attendance for the 2006-2007 school year was 95.83 percent, which is an increase from the 2005-2006 school year which had an overall attendance of 95.58 percent. The retention rate in grades kindergarten through fifth was three percent during the 2007-2008 school year. The promotion rate was 97 percent.

Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) in Mathematics indicate that 12 percent of the fourth grade population scored achievement Level 1 (one percent) and Level 2 (nine percent) while 88 percent scored Level 3 or above. Two percent of the Level 1 students were English Language Learners (ELL). Two percent of the Level 2 students were Special Education (SPED) and English Language Learners (ELL). The fifth grade mathematics FCAT assessment demonstrated that 25 percent of the students scored achievement Level 1 (five percent) and Level 2 (20 percent) while 75 percent scored Level 3 or above. Two percent of the Level 1 students were English Language Learners (ELL) and two percent of the Level 1 students were Special Education (SPED). One percent of the Level 2 students were Special Education (SPED) and four percent were English Language Learners (ELL).

All subgroups at Seminole Elementary met Adequate Yearly Progress (AYP) in mathematics. The Hispanic subgroup scored 78 percent. The Economically Disadvantaged subgroup scored 78 percent while the English Language Learners (ELL) subgroup scored 75 percent. Implement the Continuous Improvement Model in all language arts and reading classes to monitor student achievement on an on-going basis.

Test data reveals that 12 percent of the students in the fourth grade are reading below grade level scoring a Level 1 (eight percent) and Level 2 (three percent) on the FCAT in 2007 while 88 percent scored Level 3 or above. Five percent of the Level 1 students are English Language Learners (ELL) and one percent are Special Education (SPED) students. One percent of the Level 2 students are Special Education (SPED). The fifth grade FCAT Reading assessment demonstrated that 22 percent of the students scored a Level 1 (nine percent) and Level 2 (13 percent) and are reading below grade level. Seventy-eight percent of the fifth grade students scored Level 3 or above.

All subgroups at Seminole Elementary met Adequate Yearly Progress (AYP) in mathematics. The Hispanic subgroup scored 78 percent. The Economically Disadvantaged subgroup scored 78 percent while the English Language Learners (ELL) subgroup scored 75 percent. Implement the Continuous Improvement Model in all language arts and reading classes to monitor student achievement on an on-going basis.

The fifth grade Science Florida Comprehensive Assessment Test indicated that 59 percent of the fifth grade students scored Level 1



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(25 percent) or Level 2 (29 percent) while 45 percent scored Level 3 or above.

Technology is being improved yearly at our school. Seminole Elementary has received additional Successmaker licenses that will enable teachers to utilize program in their classrooms. This school year, Seminole Elementary will receive 47 desk top computer which will increase student usage in the classroom as well as in the media center. One area of concern is devising a computer lab schedule that includes second grade students. With additional SuccessMaker licenses, we are investigating ways that we can serve all of our second grade students.

Upon completing the fifth grade, the majority of our students proceed to middle school at West Miami Middle School, an A school this year. Other students go to Rockway and Ruben Dario Middle School, both Region 3 schools. Rockway Middle School has been an A for the past six years, while Ruben Dario Middle School's grade has fluctuated from year to year between an A and a C.

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 school wide priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders at Seminole Elementary School, there will be a 5 percent increase in parental participation as evidenced by attendance logs for Florida Comprehensive Assessment Test workshops from 2007-2008 school year as compared to those in the 2006-2007 school year.

Given an emphasis on attendance, the percent of students in school during the 2007-2008 school year will increase to 95.9 percent as documented by the 2007-2008 attendance reports.

Given an emphasis on the use of technology in education, students in grades two through five will increase by five percent the use of technology when comparing the 2007-2008 and 2006-2007 computer lab logs.

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 2007-2008 school year to those of the 2006-2007 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 ten percent when comparing results from the Spring 2008 administration to those of the Fall 2007 administration.

Seminole Elementary School's Return On Investment (ROI) percentile ranking will increase by at least one percentage point on the next State of Florida ROI index publication.



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Based on our Organizational Performance Improvement Survey, the faculty and staff gave the lowest rating to Human Resource Focus (4.0) and Strategic Planning (3.9). 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 Educational Excellence School Advisory Council as well as the financial committee which is representative of all school groups. This committee will disseminate all information that occurs with the organization.



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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.

4921 - 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



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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, on approximately six acres of land, 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 and one Voluntary Pre-Kindergarten portable. 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, four 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 percent 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 being renovated. New classroom doors were purchased and are presently being installed.

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

Seminole Elementary serves 614 students. Of these, 599 are from the surrounding neighborhood, and 15 are approved out of area transfer students. The school population includes 313 standard curriculum students, 50 Students With Disabilities, 35 gifted students, 199 English Language Learners, and 17 Pre-Kindergarten VPK students. Seventy-three percent of the students are economically disadvantaged and thus qualify for the free or reduced lunch program.

The teacher student ratio in primary is 1:19.09 and in intermediate 1:22.00. There are approximately 25 kindergarten students per class. First grade currently has an average of 17 students per class. There is an average of 19 students in each second grade class. In third grade there are 18 students per class. There are 23 fourth graders in each class and the average of students per class in fifth grade is 23. Special Education (SPED) students per grade are as follows: kindergarten- six students, first grade- 11 students, second grade- 13 students, third grade- 36 students, fourth grade- nine students and fifth grade-13 students. This includes students receiving one or more of the following services: Speech Therapy, Language Therapy, Students in SPED Academics and Gifted students. The overall attendance for the 2006-2007 school year was 95.83 percent, which is an increase from the 2005-2006 school year which had an overall attendance of 95.58 percent. The retention rate in grades kindergarten through fifth was three percent during the 2007-2008 school year. The promotion rate was 97 percent.

Six percent of the school's student population qualifies under the guidelines for the Gifted program. Our school offers these students the "The Connecting Center" program, a gifted mathematics and science model for students who range from kindergarten to fifth grade.

Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) in Mathematics indicate that 12 percent of the fourth grade population scored achievement Level 1 (one percent) and Level 2 (nine percent). Two percent of the Level 1 students were English Language Learners (ELL). Two percent of the Level 2 students were Special Education (SPED) and English Language Learners (ELL). The fifth grade mathematics FCAT assessment demonstrated that 25 percent of the students scored achievement Level 1 (five percent) and Level 2 (20 percent). Two percent of the Level 1 students were English Language Learners (ELL) and two percent of the Level 1 students were Special Education (SPED). One percent of the Level 2 students were Special Education (SPED) and four percent were English Language Learners (ELL).

All subgroups at Seminole Elementary met Adequate Yearly Progress (AYP) in mathematics. The Hispanic subgroup scored 78 percent. The Economically Disadvantaged subgroup scored 78 percent while the English Language Learners (ELL) subgroup scored 75 percent.

Test data reveals that 12 percent of the students in the fourth grade are reading below grade level scoring a Level 1 (eight percent) and Level 2 (four percent) on the FCAT in 2007 while 88 percent scored Level 3 or above. Five percent of the Level 1 students are English Language Learners (ELL) and one percent are Special Education (SPED) students. One percent of the Level 2 students are Special Education (SPED). The fifth grade FCAT Reading assessment demonstrated that 22 percent of the students scored a Level 1 (nine percent) and Level 2 (13 percent) and are reading below grade level. Seventy-eight percent of the fifth grade students scored



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Level 3 or above.

All subgroups at Seminole Elementary met Adequate Yearly Progress (AYP) in reading. The Hispanic subgroup scored 85 percent. The Economically Disadvantaged subgroup scored 82 percent while the English Language Learners subgroup scored 79 percent.

The fifth grade Science Florida Comprehensive Assessment Test indicated that 59 percent of the fifth grade students scored Level 1 (25 percent) or Level 2 (29 percent) while 45 percent scored Level 3 or above.

The student population consists of 93 percent Hispanic, two percent White Non-Hispanic, two percent Black Non-Hispanic and three 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.

The teacher student ratio in primary is 1:19.09 and in intermediate 1:22.00. There are approximately 25 kindergarten students per class. First grade currently has an average of 17 students per class. There is an average of 19 students in each second grade class. In third grade there are eighteen students per class. There are 23 fourth graders in each class and the average of students per class in fifth grade is 23. Special Education (SPED) students per grade are as follows: kindergarten- six students, first grade- 11 students, second grade- 13 students, third grade- 36 students, fourth grade- nine students and fifth grade-13 students. This includes students receiving one or more of the following services: Speech Therapy, Language Therapy, Students in SPED Academics and Gifted students.

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. English Language Learners 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 English Language Learners 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 other Content Areas 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 with the numbers ranging from 600 to 630.

After completing the fifth grade at Seminole Elementary, the majority of our students attend West Miami Middle School, an A school during the 2006-2007 school year. Other students go to Rockway and Ruben Dario Middle School, both Region 3 schools. Rockway Middle School has received A for the past six years, while Ruben Dario Middle School's grade has fluctuated from year to year between an A and a C.

Seminole Elementary employs 61 (86 percent) full time and seven (10 percent) part-time staff members. Of this group, two are administrators, 30 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, one classroom paraprofessionals, four clerical employees, eight cafeteria workers, six custodial workers, and two security monitors. All of the faculty members have earned Bachelor's Degrees. Out of those, 14 have also achieved a Master's Degree. Two of the faculty members have Specialist's Degrees and two are National Board Certified Teachers. Fifteen percent of the faculty is male and 85 percent is female. The ethnic profile of the faculty is nine (twenty percent) White Non-Hispanic, five (eleven percent) Black, thirty (sixty-nine) percent Hispanic, and one (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. At the end of the 2006-2007 school year one teacher retired and two are currently on maternity leave. Teacher mobility is relatively low. Five percent of the staff is new at the school. This is evident every year. Staff mobility fluctuates between three to five percent yearly. The average years of experience of the faculty are 11. The principal and the assistant principal together have 17 years of experience as administrators and 21 as educators.

Seminole uses Title I funds to enhance student learning by hiring one classroom teacher as an in-house intervention teacher. Funds are also utilized for an hourly instructional support teacher. In addition, funds are used to purchase supplemental materials and equipment to address students' needs. Funds are also used for before and after school tutoring.

Under the State of Florida A+ Plan, Seminole Elementary met Federal Adequate Yearly Progress guidelines under the No Child Left Behind Act. Ninety 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-three percent of the students scored at or above grade level in mathematics. Seventy 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.



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Fifty-three percent of students in third grade have been identified as Tier 1, working below grade level. Two percent of third graders have been identified as Tier 2, having been retained once in third grade. Three percent of the student population was retained schoolwide, while 96 percent of all students were promoted at the end of the 2006-2007 school year. 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 works closely with the administration and Title I staff to support all of the school's endeavors to increase student achievement.

Attendance at Seminole is a challenge. The overall attendance for the 2006-2007 school year was 95.83 percent, which is a slight increase from the 2005-2006 school year which had an overall attendance of 95.58 percent. The school's PTA provides incentives for perfect attendance. In addition, attendance interventions have 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 level meetings, collaborative planning times and half day workshops, to improve the quality of instruction in the classroom for increased student achievement in reading: 1. Accelerated Reader (AR) 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. Dynamic Indicators of Basic Early Literacy Skills (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. Diagnostic Assessment of Reading (DAR) to provide more specific information for students having difficulties by focusing on specific skills and strategies for instruction; 8. Target the fourth and fifth grade teachers on reading standards; 9. Creating Independence Through Student-Owned Strategies (CRISS) targets teachers on vocabulary and comprehension skills to help all students read, write, and learn more effectively within the content areas; 10. Houghton Mifflin Core Program training which provides teachers with effective usage of the Core Reading Program.

Seminole Elementary students benefit from using computers at the point of instruction. Using Reading Plus and SuccessMaker software has contributed to the increase of student achievement at out school. During the 2007-2008 school year, the computer lab schedule has been adjusted to include all second grade students. All second through fifth grade students have the advantage of exposure to success proven software. Furthermore, one barrier that might impede increased student achievement is the mobility rate of our student population causing non-fidelity of program usage.

The school has received numerous awards. According to the State's School Performance Scale, the school has received an "A" for six 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 Leadership Team at Seminole Elementary is comprised of the school's Principal, Assistant Principal, Grade Level Chairpersons, Department Chairpersons, one ELL teacher, one Special Education (SPED) teacher, one teacher of the Gifted and the United Teachers of Dade 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 Continuous Improvement Model (CIM), 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, 96 percent of the staff completed the Organizational Performance Improvement Snapshot Survey in the Spring of 2007. The average score in the Leadership category was 4.1. The majority of the school's staff agrees that the work location's supervisor shares information about the work location and that the work location lets them know what it thinks is most important.

District Strategic Planning Alignment:

The school's Organizational Performance Improvement Snapshot Survey indicates that the majority of the school's personnel want increased knowledge to tell if they are making progress in their work group's part of the plan. They also agree with knowing parts of the work location's plan that will affect them and their work. The average category score for Strategic Planning was 3.9, 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 with the tools necessary to achieve academic success. The average score in Customer and Market Focus, according to the school's Organizational Performance Improvement Snapshot Survey, was 4.3. Therefore, the majority of the faculty feels that they know who are their most important customers and keep in touch with them.

Faculty & Staff:

The faculty, staff and administration at Seminole Elementary School work in teams to address all aspects of the school's function. The majority of the school's personnel indicated on the school's Organizational Performance Improvement Snapshot Survey that they feel safe in the work place and that the people they work with cooperate and work as a team. The average score in the Human Resources' category was 4.0.

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 an average score of 4.4. Based on this, the staff has demonstrated an awareness of how to measure the quality of their work and how to analyze and review the quality of their work to see if changes are needed.

Education Design:

The area of Process Management received the category score of 4.0 on the school's Organizational Performance Improvement Snapshot Survey. This indicates that the majority of the staff members collect information (data) about the quality of their work and agree in that we have good processes for doing our work.

Performance Results:

The Operational Performance Improvement Snapshot Survey indicates that a high percentage of our staff agrees that their customers are satisfied with their work and that their work products meet all the requirements for high quality and excellence. The average score in the category of Business Results was 4.1.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

An assessment of the 2007 Stanford Achievement Test (SAT) data reveals that 53 percent of the third grade students scored at or below stanine five, indicating a need for intensive reading instruction in Vocabulary, Fluency and Comprehension. Assessment of the data also reveals that two percent of the third graders are identified as Tier 2 students who scored Level 1 on the 2007 Florida Comprehensive Assessment Test (FCAT). These students have been scheduled to receive immediate intensive instruction during the school day.

Test data also reveals that 12 percent of the students in the fourth grade are reading below grade level scoring a Level 1 (eight percent) and Level 2 (four percent) on the FCAT in 2007 while 88 percent scored Level 3 or above. Five percent of the Level 1 students are English Language Learners (ELL) and one percent are Special Education (SPED) students. One percent of the Level 2 students are Special Education (SPED). Data indicates that the fourth grade students scored 78 percent in Words and Phrases, 76 percent in Comparison and Contrast, 76 percent in Main Idea/Author's Purpose, and 50 percent in Reference and Research. These fourth graders are in need of intensive instruction in the areas of Main Idea/Author's Purpose, Comparison and Contrast and Reference and Research.

The fifth grade FCAT Reading assessment demonstrated that 22 percent of the students scored a Level 1 (nine percent) and Level 2 (13 percent) and are reading below grade level. Seventy-eight percent of the fifth grade students scored Level 3 or above. Data indicates that the fifth grade scored 75 percent in Reference and Research, 68 percent in Main Idea/Author's Purpose, 71 percent in Comparison and Contrast, and 80 percent in Words and Phrases. In contrast to grade four, the fifth graders scored higher in Reference and Research. Data revealed that the greatest area of need is Main Idea/Author's Purpose and Comparison and Contrast.

NCLB Subgroup Target



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TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) schoolwide to monitor students' reading achievement.	Principal, Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	7587
Utilize Student Performance Indicators (SPI) to analyze reading test data to provide information for the instructional focus calendar.	Principal, Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Provide staff with professional development in the K-12 Comprehensive Research-Based Reading Plan, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Assessment of Reading (DAR), and Voyager Passport.	Principal, Assistant Principal and Reading Coach	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Utilize ReadingPlus and SuccessMaker to improve reading comprehension for Level 1 and 2 students.	Principal and Assistant Principal Classroom Teachers	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Provide after school and before school tutorial services, supplemental instruction to Level 1 and Level 2 students concentrating in the areas of main idea/author purpose, comparisons and contrast, and reference/research.	Principal, Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355

Research-Based Programs

Houghton Mifflin, Reading, 2003 Edition and Voyager Passport

Professional Development

The school will conduct the following professional development training during grade level meetings and collaborative planning times, as well as half day workshops, to improve the quality of instruction in the classroom leading to an increase in student reading achievement. 1. Accelerated Reader (AR) to improve students' reading and literacy skills at their instructional level; 2. STAR Reading data to assess students' reading levels to determine appropriate placement for accelerated programming; 3. SuccessMaker and Reading Plus software tools to improve students' instructional reading level; 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. Dynamic Indicators of Basic Early Literacy Skills (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. Diagnostic Assessment of Reading (DAR) to provide more specific information regarding students having difficulties by focusing on specific skills and strategies for instruction.

Teachers will have the opportunity to participate in the following Critical Mass Training provided by the district which targets teachers in a grade level or subject area. 1. Creating Independence Through Student-Owned Strategy (CRISS) targets teachers on vocabulary and comprehension skills to help all students read, write, and learn more effectively within the content areas; 2. Differentiated Instruction using Houghton Mifflin training is provided to enhance and target effective differentiated instruction within the classroom.

Evaluation



School Improvement Plan

2007-2008



This objective will be evaluated by the Summative Assessment data from the 2008 FCAT Reading Comprehension Test. Formative Assessments will include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), District Interim Assessments (IA) and school based assessment. The strategies stated above will be evaluated and monitored utilizing the following methods:

Strategy 1: The use of the Continuous Improvement Model will be implemented on a continuous basis. Additionally the stages of the model 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 the use of the Student Performance Indicators; Strategy 3: Professional development trainings will be monitored using attendance logs. Strategy 4: Tutoring services will be monitored using attendance logs; Strategy 5: The strategy will be monitored using the reports provided by SuccessMaker and ReadingPlus; Strategy 6: The strategy will be monitored during data analysis in-services.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

An assessment of the 2007 Stanford Achievement Test (SAT) reveals that 46 percent of the third grade students scored below grade level (under 59th percentile) in mathematics. Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) in Mathematics indicate that 12 percent of the fourth grade population scored achievement Level 1 (two percent) and Level 2 (nine percent) while 88 percent scored Level 3 or above. Two percent of the Level 1 students were English Language Learners (ELL). Two percent of the Level 2 students were Special Education (SPED) and English Language Learners (ELL). Data indicates that the fourth graders scored 88 percent in Measurement, 71 percent in Data Analysis, 86 percent in Geometry, 75 in Number Sense and 67 percent in Algebraic Thinking. The assessment identified their greatest needs in the areas of Algebraic Thinking and Data Analysis and Probability. Conversely, the fourth graders were successful in the areas of Measurement and Geometry.

The 2007 Florida Comprehensive Assessment Test in Mathematics indicates that 25 percent of the students scored achievement Levels 1 (five percent) and Level 2 (20 percent) while 75 percent scored Level 3 or above. Two percent of the Level 1 students were English Language Learners (ELL) and two percent of the Level 1 students were Special Education (SPED). One percent of the Level 2 students were Special Education (SPED) and four percent were English Language Learners (ELL). Data indicated that the fifth graders scored 57 percent in Algebraic Thinking, 64 percent in Number Sense, 57 Data Analysis, 71 percent in Geometry and 63 percent in Measurement. The assessment demonstrates the need for intensive mathematics instruction in the area of Algebraic Thinking and Data Analysis. Conversely, the 5th graders were most successful in Geometry and Number Sense.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide to monitor student mathematics achievement.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	10588
Utilize Student Performance Indicators (SPI) to analyze mathematical test data which provides instructional focus.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	5355
Provide after school tutorial services and supplemental instruction for Levels 1 and 2 students in the areas of Data Analysis, Algebraic Thinking and Measurement.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	5355
Utilize technology such as SuccessMaker to improve mathematical skills for Levels 1 and 2 students.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	5355
Provide the staff with professional development in STAR Math and SuccessMaker.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	5355
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	5355

Research-Based Programs

Harcourt Math, 2004 Edition, Mathematics.

Professional Development

The school will conduct the following professional development trainings during grade level 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 mathematics skills; 2. STAR Math, which is a tool used to monitor and improve students' achievement; 3. Edusoft, an online assessment tool that offers a large assortment of FCAT preparation tests; 4. Harcourt mathematics training to improve the quality of instruction in the classroom during mathematics.

Teachers will participate in the following in-services 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 from the 2008 FCAT Mathematics Test. Formative Assessment data will include (1) Harcourt Math chapter tests. (2) Harcourt Math unit tests (3) District Interim provided assessments. The strategies stated above will be evaluated and monitored utilizing the following methods: Strategy 1: The use of the Continuous Improvement Model will be implemented on a continuous basis. Additionally, the stages of the model 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 logs; 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; Strategy 6: The strategy will be monitored during data analysis in-services.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

The 2007 FCAT Writing+ Test indicates that 95 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 2006 FCAT Writing+ Test indicated 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. It has been found that more students made gains on the narrative portion of the test while the greatest need for intensive instruction exists in the area of expository writing. The data reveals that adequate progress gain of one percentage point was achieved on the combined essay score.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model schoolwide to monitor student writing achievement.	Principal and Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Administer pre and post district expository and narrative formative assessments to fourth grade students.	Principal and Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Use Houghton Mifflin as a tool for teaching writing and monitoring students' writing development.	Principal and Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Provide English Language Learners (ELL) and Students With Disabilities (SWD) supplemental instruction and after school tutorial services using Houghton Mifflin.	Principal and Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355
Identify low performing students and provide small group tutorials during the school day to target deficiencies.	Principal and Assistant Principal	08/20/2007	06/04/2008	District-wide Literacy Plan	5355

Research-Based Programs

Houghton Mifflin Reading, 2005 Edition

Professional Development

Seminole Elementary School will conduct the following professional development trainings during grade level meetings and collaborative planning times to improve the quality of instruction in the classroom for students' achievement in writing: 1. K-12 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 2008 FCAT Writing+ Test. Formative Assessment data will include monthly writing prompts and a district pre/post test. The strategies stated above will be evaluated and monitored by the following methods: Strategy 1. The use of the Continuous Improvement Model will be implemented on a continuous basis. The stages of the model 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 provide expository and narrative prompt will be used to monitor student achievement; Strategy 3: The use of Houghton Mifflin as a tool for teaching effective writing will be monitored by our monthly writing samples; Strategy 4: Tutoring services for English Language Learners (ELL) and Students with Disabilities (SWD) will be monitored using attendance logs and work folders; Strategy 5: Tutoring services for low performing students will be monitored using attendance logs.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

The school will increase the scientific knowledge of all students.

Needs Assessment

The 2007 results of the fifth grade Science Florida Comprehensive Assessment Test (FCAT) indicated that 59 percent of the fifth grade students scored Level 1 (25 percent) or Level 2(29 percent)while 45 percent scored Level 3 or above. The assessment identified the strands of greatest need to be: (1) Scientific Thinking and Physical and Chemical Science with 58 percent of possible points earned (2) Life and Environmental Sciences and Earth and Space with a score 67 percent of possible points earned.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to monitor student science achievement.	Principal, Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	22113
Provide a Science Pre/Post test created by teachers and results interpreted using Edusoft.	Principal, Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	22113
Use Scott Foresman as a tool for teaching science and monitoring students' development.	Principal, Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	22113
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.	Principal, Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	22113
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	

Research-Based Programs

Scott Foresman, 2007

Professional Development

The school will conduct the following professional development trainings during grade level 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 kindergarten through fifth grade teachers to ensure the concepts being taught through the curriculum in order to prepare students for the fifth grade Science FCAT; 2. Scott Foresman newly adopted material training for teachers in kindergarten through fifth grade. Teachers will participate in the following in-services 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 objectives and strategies will be monitored through implementation of the following Summative Assessment data: 2008 FCAT Science Test. The Formative Assessment data will consist of (1) Science Pre/Post test created teachers and results interpreted using Edusoft; (2) Scott Foresman, 2007 Edition, Chapter and Unit Tests. Each strategy will be evaluated utilizing the following method: Strategy 1: The use of the Continuous Improvement Model will be implemented on a continuous basis. The steps of the model 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: Interpret the Edusoft data of the pre-test to be used to monitor students; Strategy 3: Monitor daily science activities and student mini-projects using electronic grade book; Strategy 4: Weekly test; Strategy 5: The strategy will be monitored during data analysis in-services.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement 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 (FCAT) workshops increased by five percent during 2006-2007 school year as evidenced by a comparison to the attendance logs of the 2005-2006 school year. Review of attendance at FCAT academic workshops offered to parents in the 2006-2007 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 5 percent increase in parental participation as evidenced by attendance logs for Florida Comprehensive Assessment Test workshops from 2007-2008 school year as compared to those in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Title I Parent Resource Center, on a continuous basis, to disseminate information to parents and community.	Principal, Assistant Principal and Community Involvement Specialist	08/20/2007	06/04/2008	Parental Choice Options	419
Present parent workshops in reading, mathematics and science to parents of third, fourth and fifth grade students including English Language Learners (ELL) and Students With Disabilities (SWD), in order to provide parents with tools to actively participate in their child's academic progress.	Principal, Assistant Principal and Community Involvement Specialist	08/20/2007	06/04/2008	Continuous Improvement Model	419
Provide expository and narrative writing workshops to parents of fourth grade students including English Language Learners (ELL) and Students With Disabilities (SWD), in order to provide parents with tools to actively participate in their child's academic progress.	Principal and Community Involvement Specialist and Fourth Grade Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	419
Utilize Connect-ED to call parents to inform them of workshops.	Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	111

Research-Based Programs

Not Applicable

Professional Development

The school will conduct the following professional development training during grade level 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 English Language Learners (ELL) and Students With Disabilities (SWD) 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 2007-2008 school year to those in the 2006-2007 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 logs at parental reading, mathematics and science workshops. Strategy 3. Complete attendance logs at parental writing workshops. Strategy 4. Monitor the usage through data provided by Connect-ED.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

The school will provide programs and practices that help to decrease the number of student absences.

Needs Assessment

A review of Seminole Elementary School attendance reports from August 2006 to May 2007 revealed a need to increase student attendance. Our target for student attendance was 95.97 percent, however Seminole Elementary only achieved an 95.83 percent.

Measurable Objective

Given an emphasis on attendance, the percent of students in school during the 2007-2008 school year will increase to 95.9 percent as documented by the 2007-2008 attendance reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use ConnectED to inform parents of student's absences.	Principal, Assistant Principal	08/20/2007	06/04/2008	Truancy Prevention	100
Target students with absences exceeding three, five and ten days.	Principal, Assistant Principal	08/20/2007	06/04/2008	Truancy Prevention	100
Provide parents and students with attendance information in school handbook.	Principal, Assistant Principal	08/20/2007	06/04/2008	Truancy Prevention	100
Contact parents of children with excessive absences by implementing the Truancy Intervention Program (TIPS).	Principal, Assistant Principal and School Counselor	08/20/2007	06/04/2008	Truancy Prevention	100
Provide quarterly incentives and positive reinforcement for perfect attendance.	Principal, Assistant Principal and School Counselor	08/20/2007	06/04/2008	Truancy Prevention	100

Research-Based Programs

Not Applicable

Professional Development

Guidance counselor and various staff members will be given the opportunity to attend attendance in-services.

Evaluation

This objective will be evaluated by a review of the 2007-2008 attendance reports.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

The school will increase technology use to improve student achievement.

Needs Assessment

There is a need to establish a computer schedule that incorporates second, third, fourth and fifth grade classes. Therefore, there is need to provide second graders access to the SuccessMaker program. Allocating funds towards the purchase of computers for the classrooms is a need along with providing professional development to enable teachers to use computers as teaching and assessment tools.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades two through five will increase by five percent the use of technology when comparing the 2007-2008 and 2006-2007 computer lab logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the SuccessMaker program to improve reading and mathematical skills with students in grades two through five.	Principal, Assistant Principal and Media Specialist	08/20/2007	06/04/2008	Continuous Improvement Model	26000
Provide student assessment through STAR Reading for grades two through five and STAR Math for grades three through five.	Principal, Assistant Principal, Media Specialist and Classroom Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	26000
Utilize Accelerated Reader program to improve reading achievement.	Principal, Assistant Principal and Media Specialist	08/20/2007	06/04/2008	Continuous Improvement Model	26000
Provide school site driven professional development for SuccessMaker and ReadingPlus.	Principal, Assistant Principal and Media Specialist	08/20/2007	06/04/2008	Continuous Improvement Model	875
Utilize the ReadingPlus program to improve students' reading skills.	Principal, Assistant Principal and Media Specialist	08/20/2007	06/04/2008	Continuous Improvement Model	26000

Research-Based Programs

Accelerated Reader, SuccessMaker, Reading Plus

Professional Development

The school will conduct the following professional development training during grade level 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 (AR-to improve students' reading and literacy skills at their instructional level; 2. STAR Reading and STAR Math-to assess students' reading and mathematics levels to determine appropriate placement for accelerated programming; 3. SuccessMaker and Reading Plus to reinforce and improve students' reading and mathematical skills; 4. The school's technology advocate will provide instruction and support in data analysis 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: SuccessMaker reports will be used to monitor student usage in grade two through five. Strategy 2: STAR Reading and STAR Math reports will be used to monitor student progress. Strategy 3: Accelerated Reader reports will be used to monitor student completion. Strategy 4: Professional development trainings will be monitored using attendance logs. Strategy 5: Reading Plus reports will be used to monitor student usage and progress.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

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

Needs Assessment

The Physical Fitness Test summary from the 2006-2007 school year reflects a need for our students to improve their physical fitness. We need to continue to implement and increase the number of activities involving the FITNESSGRAM test simulation. The number of students achieving the Silver Award is less than 40 percent of the tested population. In order to increase students' health and fitness, the school's physical education teachers will increase the number of muscular strength, cardiovascular development and flexibility exercises.

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 2007-2008 school year to those of the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	167
Implement resistance type exercises to develop muscular strength.	Principal and Physical Education Teacher	08/20/2007	06/04/2008	Student Wellness	167
Increase the number of activities involving FITNESSGRAM test simulation.	Principal and Physical Education Teacher	08/20/2007	06/04/2008	Student Wellness	167
Increase the number of days of conditioning for cardiovascular development.	Principal and Physical Education Teacher	08/20/2007	06/04/2008	Student Wellness	167
Implement fitness test practice sessions.	Principal and Physical Education Teacher	08/20/2007	06/04/2008	Student Wellness	167
Implement exercises to increase student flexibility.	Principal and Physical Education Teacher	08/20/2007	06/04/2008	Student Wellness	167

Research-Based Programs

Not Applicable

Professional Development

Our physical fitness 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 results. According to their scores, students will receive Gold and Silver awards.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

Thirty percent of the fifth grade students enrolled in elementary art scored below 50 percent on the Fall 2007 Art Elements and Design Principles of Art 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 ten percent when comparing results from the Spring 2008 administration to those of the Fall 2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement.	Principal and Assistant Principal	08/20/2007	06/04/2008	Continuous Improvement Model	419
Display students' art throughout school to increase student awareness of art elements and principles.	Principal and Art Teacher	08/20/2007	06/04/2008	Other/ Not Applicable	419
Participate in a minimum of three art exhibits county wide.	Principal and Art Teacher	08/20/2007	06/04/2008	Other/ Not Applicable	419
Emphasize, in each lesson, the main art element and principles.	Principal and Art Teacher	08/20/2007	06/04/2008	Other/ Not Applicable	419

Research-Based Programs

Not Applicable

Professional Development

Our art educator will attend Water Color and Art History conferences 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 of Art Test and weekly assignments.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Seminole Elementary School will rank at the 80th 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 79th percentile on the State of Florida ROI index.

Measurable Objective

Seminole Elementary School's Return On Investment (ROI) percentile ranking will increase by at least one percentage point on the next State of Florida ROI index publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	08/20/2007	06/04/2008	Business Process Redesign	0
Establish relationships with community agencies.	Principal	08/20/2007	06/04/2008	Business Process Redesign	1499
Become more informed on the use of financial resources in relation to school programs.	Principal	08/20/2007	06/04/2008	Business Process Redesign	1499
Share facility with the after school program.	Principal	08/20/2007	06/04/2008	Business Process Redesign	1499

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"/>	<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>

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:



School Improvement Plan 2007-2008



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
Reading	34362
Mathematics	37363
Writing	26775
Science	88452
Parental Involvement	1368
Discipline & Safety	500
Technology	104875
Health & Physical Fitness	1002
Electives & Special Areas	1676
Return On Investment	4497
Total	300870



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent