

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Pinecrest Elementary School (4421)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Valerie Swanson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Pinecrest Elementary School serves pre-kindergarten through fifth grade in an environment that nurtures lifelong learning, critical thinking, and responsible citizenship. The school is 51 years old. It is a multicultural school with a student population of approximately 850. Student membership includes 45% white non-Hispanic, 40% Hispanic, 12% Asian/Indian Multi-cultural, and 4% Black Non-Hispanic. Students in grades 3, 4, and 5 scoring at Level 1 on the 2007 administration of the FCAT Reading totaled 17%. Students in grades 3, 4, and 5 scoring at Level 2 on the 2007 administration of the FCAT Reading totaled 20%. Students in grades 3, 4, and 5 scoring at Level 1 on the 2007 administration of the FCAT Math totaled 17%. Students in grades 3, 4, and 5 scoring at Level 2 on the 2007 administration of the FCAT Math totaled 41%. Faculty at Pinecrest Elementary currently includes 42 classroom teachers, 9 of which are teachers of students with exceptionalities. Class size totals an average of 21.2 students to a teacher. Student attendance totals 96%. A two-hour daily content/mathematics based program is available for gifted students in grades kindergarten through five. A two-day enrichment program located at a neighboring school site is another educational option available for gifted students in grades three through five. Special Education (SPED) students in kindergarten through fifth grade attend resource classes located on site. Additionally, two Emotional Behavior Disabilities (EBD) units offer services to eligible students. The Academic Excellence Program is available to qualified second and third grade students four times a week before school hours. Pinecrest Elementary has identified the following objectives as school-wide priorities for the 2007-2008 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in reading as evidenced by 92 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in math as evidenced by 85% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by 90 percent of students scoring at or above 4.0 on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will demonstrate high standards of performance in science as evidenced by 70% of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Science Test.

Given an emphasis on the need for actively involved male role models, the participation and attendance of males at the volunteer orientation and school functions will total one hundred or more during the 2007-2008 school year as documented by sign-in sheets.

Given an emphasis on a safe and orderly educational environment, student behavior in grades three through five will improve as evidenced by an increase of 10% student participation in the Catch You Being Good! behavior recognition program during the 2007-2008 school year as compared to the statistics from the 2006-2007 school year.

Given the emergence of web-based programs in education, teachers and students in grades one through five will demonstrate a 10% increase in student participation in the FCAT Explorer program during the 2007-2008 school year as compared to the 2006-2007 school year as documented by the final school year participation report. Additionally, 100% of the staff will be proficient in the use of Electronic Gradebook.

Given the emphasis on nutrition and its effects on the educational process, students in pre-kindergarten through fifth grade will participate in the free breakfast program as evidenced by a 5% increase in daily breakfast attendance during the 2007-2008 school year as documented by comparing daily breakfast cafeteria reports to those from the 2006-2007 school year.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students participating in the Academic Excellence Program will increase as demonstrated by a 5% increase in enrollment in grades 2 and 3 during the 2007-2008 school year as compared to the 2006-2007 school year.

Pinecrest Elementary School will improve its ranking on the State of Florida ROI index publication from the 62th percentile in 2005 to the 65th percentile on the next publication of the index.

Two areas for improvement as evidenced by the results of the Organizational Performance Improvement Snapshot survey tool were process management and strategic planning. An analysis of the data showed that staff had concerns as to having the necessary resources needed to complete their jobs successfully. Staff also had concerns as to the need for the organization to plan for the future utilizing a collaborative decision-making process. More frequent team planning meetings will be held during each nine-week period. An administrative representative will be present once a month at grade level meetings to provide input and elicit feedback concerning material and curricula needs as determined by grade levels and departments.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

4421 - PINECREST ELEMENTARY SCHOOL

VISION

In an ever changing global community, Pinecrest Elementary is dedicated to developing life long learners who can cooperatively and successfully compete in a highly competitive technological world.

MISSION

Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in our dynamic, multicultural, and technological world. The Pinecrest Family believes in the unlimited ability of all students to become responsible and contributing citizens. Together we will provide a secure and positive environment to stimulate intellectual development, enhance personal qualities, and foster respect for individual differences. As part of our mission to develop the whole child, we are equally dedicated to encouraging creative endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all our community who share in this commitment.

CORE VALUES



School Improvement Plan 2007-2008



Responsibility

Pinecrest Elementary students think before they act, are accountable for their actions, and are prepared for their school day.

Pursuit of Excellence

Pinecrest Elementary students put forth maximum effort on a daily basis.

Citizenship

Pinecrest Elementary students listen and follow directions.

Kindness

Pinecrest Elementary students cooperate and are thoughtful and respectful of others.

Integrity

Pinecrest Elementary students stand up for what they believe to be right.

Respect

Pinecrest Elementary students show respect for self, others, school, and the environment.

Cooperation

Pinecrest Elementary students work well as a team and share ideas and materials.

Fairness

Pinecrest Elementary students demonstrate acceptable manners and treat others with respect.

School Demographics

Pinecrest Elementary School was established in 1956 and sits on 10.73 acres located in Southwest Miami-Dade County, Florida . Pinecrest Elementary School serves approximately 850 students from the surrounding neighborhood, including standard curriculum students (62%), students of varying exceptionalities (3.7%), Gifted students (33.1%), English Language Learners (9.8%), and economically disadvantaged students (9.5%). The ethnic/racial makeup of the student population is 44 percent White Non-Hispanic, 40 percent Hispanic, 4 percent Black Non-Hispanic, and 12 percent other. The mobility rate of the school is eight percent. Faculty at Pinecrest Elementary is composed of 42 classroom teachers. The ethnic/racial makeup of the teachers employed at the school site is 53 percent White Non-Hispanic, 26 percent Hispanic, and 21 percent Black Non-Hispanic. 56 percent of the staff holds advanced degrees. There are 2 teachers that hold National Board Certificates. Class size averages 21.2. Pupil/Teacher ratio is 18:1 in grades Pre-K to 3 and 24:1 in grades 4 and 5. Student attendance totaled 96% which is above the District and State averages. The retention rate is less than 1% which is lower than both District and State averages. Pinecrest Elementary is part of the Palmetto Feeder Pattern. Students transitioning to sixth grade primarily attend Palmetto Middle School. The special learning opportunities for Pinecrest students consist of: Art Club, Chess Club, Chorus, Drama Club, Journalism Club, FFEA(Future Florida Educators), Safety Patrols, String Ensemble, Academic Excellence, YMCA and Geography Club. During the 2006-2007 school year a new modular construction project added 22 new classrooms, art and music suite(s), physical education pavillion and 2 Pre-K classes. The Pinecrest Elementary PTA is instrumental in identifying needy families and providing assistance with school supplies, uniforms, field trip monies, and other financial needs. A crisis team is in place to assist families. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs and aides in the classroom that are paid for by donations to the PTA.

School Foundation

Leadership:

Department chairpersons, administrators, and grade level chairpersons are all members of the school's leadership team. They meet each nine weeks to discuss instructional needs and the progress of performance goals as determined through weekly, district mandated interim, summative, and formulative assessments.

District Strategic Planning Alignment:

Ninety-nine percent of the Pinecrest Elementary staff members surveyed stated the opinion that they are frequently involved in providing input into district strategic planning activities.

Stakeholder Engagement:

Ninety-nine percent of the Pinecrest Elementary staff members surveyed strongly agreed that their stakeholders were pleased with overall school performance.

Faculty & Staff:

Department chairpersons, grade level chairpersons, and administration meet each nine weeks to discuss individual grade level and department academic concerns and needs. In an effort to offer a conducive environment for teacher mentoring, common planning time across grade levels to meet, familiarize, and assist all teachers is built into the master schedule. Pinecrest elementary is in compliance with the PACES program in designating and developing committees to assist and observe beginning teachers through the Professional Growth Team. These committees meet on a timely basis to discuss strengths, weaknesses, curricula needs, and instructional strategies available for implementation and utilization by beginning and experienced teachers.

Data/Information/Knowledge Management:

Department chairpersons, grade level chairpersons, and administration meet each nine weeks to discuss individual grade level and department academic concerns and needs. In an effort to offer a conducive environment for teacher mentoring, common planning time across grade levels to meet, familiarize, and assist all teachers is built into the master schedule. Pinecrest elementary is in compliance with the PACES program in designating and developing committees to assist and observe beginning teachers through the Professional Growth Team. These committees meet on a timely basis to discuss strengths, weaknesses, curricula needs, and instructional strategies available for implementation and utilization by beginning and experienced teachers.

Education Design:



School Improvement Plan

2007-2008



Pinecrest Elementary is a multicultural school with a student population of approximately 850. A two-hour content/mathematics based program is available for gifted students in grades kindergarten through five to attend on a daily basis. A two-day enrichment program located at a neighboring school site is also available for gifted students in grades three through five. SPED students in kindergarten through fifth grade attend a resource class located on site.

Extended Learning Opportunities: Pinecrest Elementary offers the following extended learning opportunities:

1. Art Club
2. Chess Club
3. Chorus
4. Drama Club
5. Harambee
6. Journalism Club
7. FFEA (Future Florida Educators)
8. Safety Patrols
9. Strings Ensemble
10. YMCA Before and After School Care Program
11. Academic Excellence Program
12. Geography Club

School-wide Improvement Model: Pinecrest Elementary follows the Continuous Improvement Model (CIM). The model focuses on four key tasks. These include collating and interpreting pertinent data, modifying and adapting instruction based on the collected data, continuous monitoring and supervision of instruction, and providing opportunities for professional development for staff to acquire skills necessary to successfully implement all components of the CIM. The central belief of the model is that all students should be held to the same high standards. Department chairpersons, administrators, and grade level chairpersons are all members of the schools leadership team. They meet each nine weeks to discuss instructional needs and the progress of performance goals as determined through weekly, district mandated interim, summative, and formative assessments. In accordance with the professional leaning community concept, staff receives a variety of trainings and workshops emphasizing innovative and research-based curricula and instructional strategies. These include the implementation of Riverdeep, CLASSWORKS, newly adopted mathematics and reading materials, and FCAT strategies. The Pinecrest Elementary PTA is an active participant and supporter throughout the year. The PTA will present a variety of educational speakers at its monthly meetings. A two hour literacy block is an integral part of Pinecrest Elementary's master schedule. Research-based phonics, vocabulary, fluency, comprehension programs, and instructional strategies have been implemented and are being used from pre-kindergarten through fifth grade. Additionally, small group instruction is emphasized in mathematics and science. Pinecrest Elementary's in-house gifted program services our students in the areas of content/mathematics. Pinecrest Elementary's students, staff, and parents have achieved an "A" grade from the state since the inception of the Florida School Recognition Program.

Pinecrest Elementary offers two varied educational models for gifted students enrolled in the school. Students may attend an in-house content/mathematics specific program based at the school site or two-day enrichment curricula based program housed in a neighboring school within the feeder pattern.

Performance Results:

Ninety-seven percent of the Pinecrest Elementary staff surveyed felt that a safe working environment is provided on a daily basis. There were no disciplinary situations necessitating outdoor suspension during the 2006-2007 school year.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All Pinecrest Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards in the area of reading.

Needs Assessment

An analysis of the data reveals that 91% of grade 3, 4, and 5 students are performing at achievement Level 3 or above. Specifically, the majority of Level I students in grades 3, 4, and 5 require additional intensive instruction in reference and research, and identifying main idea/purpose. Students in grades 3, 4, and 5 scored lowest in the area of reference and research, and identifying main idea/purpose(69%). Students in grade 3, 4, and 5 are most successful with (1) comparisons and (2) word phrases. The analysis also uncovered needs which include, but are not limited to, the following: (1) the need for a refresher training of the staff on the five major components of the reading process and effective implementation in the classroom setting; (2) the need for training in CRISS strategies; and (3) the need for a training in the effective implementation and utilization of the Success Maker Program.

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 using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in reading as evidenced by 92 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Initiate implementation of the Success Maker program in all grade three through five classrooms.	Technology Chairperson, Reading Leader, SIP Chairperson	10/31/07	5/30/08	Other/ Not Applicable	0
Teachers will attend a CRISS Strategies workshop in order to target students who need additional support in the area of identifying the main idea.	Reading Leader	11/01/07	5/24/08	Other/ Not Applicable	0
Teachers will be trained in Edusoft to be able to generate and interpret reading assessments.	Technology Chairperson	10/31/07	5/24/08	Other/ Not Applicable	0
The Academic Excellence Program will be enhanced to include literacy in the content areas.	Reading Leader AEP instructors	8/30/07	5/24/08	Other/ Not Applicable	0
Continue to utilize Accelerated Reader with all students in kindergarten through grade five to log and monitor students' reading comprehension progress.	Reading Leader, Technology Chairpersons	8/14/07	5/24/08	Other/ Not Applicable	0
Utilize the STARS placement and monitoring program to measure all students' progress in grades one through five.	Reading Leader, Technology Chairpersons, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Implement the Comprehensive Research-Based Reading Plan correlated with the Sunshine State Standards in all kindergarten through grade five classrooms.	Reading Leader	8/14/07	5/30/08	Other/ Not Applicable	0
Develop a preventive intervention plan utilizing the Voyager computer- based tutorial program and America Reads! to assist all students reading below grade level.	Reading Leader, Assistant Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers will access the SPI so they can utilize the Continuous Improvement Model process to individualize instruction in meeting the needs of their Level One and Two performing students while assessing their departmental and grade level action plans.	Principal, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Provide an extra half hour of reading instruction to Level One and Two performing students incorporating the Research-Based Voyager Program.	Assistant Principal	08/07	06/08	Other/ Not Applicable	

Research-Based Programs

Houghton Mifflin Reading Program
 Curriculum Associates, Inc. – Comprehensive Assessment of Reading Strategies
 Buckle Down Publishing Co. – Blast Off! On Florida Reading
 Silver Burdett – World of Language
 Houghton Mifflin – Spelling and Vocabulary
 Riverdeep Program
 Success Maker Program
 CLASSWORKS Program
 Accelerated Reader
 STAR Assessment and Monitoring Program

Professional Development

Training workshop – Houghton Mifflin Reading Program
 Training workshop - Success Maker
 Training workshop - CRISS
 Training workshop - Edusoft



School Improvement Plan 2007-2008



Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, district interim reading assessments, DIBELS, and student achievement on the 2008 FCAT Reading Test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

All Pinecrest Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards in the area of mathematics.

Needs Assessment

An analysis of the data reveals that 81% of Grade 3, 4, and 5 students are performing at achievement Level 3 or above. They are most successful in (1) Number Sense and (2) Measurement. However, they appear to need improvement in (1) Algebraic Thinking, and (2) Data Analysis. Students in grades 3, 4, and 5 scored lowest in the areas of Algebraic Thinking(64%) and Data Analysis (67%). The assessment also uncovered needs which include, but are not limited to, the following: (1) the need for continued utilization of Riverdeep software; (2) the need for training in the effective utilization Mathematics manipulatives; (3) and the need for training in the effective implementation of the Success Maker program.

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 using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in math as evidenced by 85% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate critical thinking mathematics type performance task questions in formative and summative evaluations.	Science/Math Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Utilize the Riverdeep program to enhance and support instruction in kindergarten through grade five classrooms.	Technology Chairpersons, Science/Math Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Initiate implementation and utilization of CLASSWORKS with all students in grades one through five to support mathematics instruction.	Technology Chairpersons, Science/Math Chairperson	9/30/07	5/30/08	Other/ Not Applicable	0
Initiate implementation of the Success Maker program with all grade three through five students to enhance and support mathematics instruction.	Technology Chairpersons, Science/Math Chairpersons	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers will be trained in Edusoft to be able to generate and interpret mathematics assessments.	Technology Chairperson	10/31/07	5/24/08	Other/ Not Applicable	0
Teachers will attend workshops that focus on infusing the FCAT tested benchmarks into their curriculum.	Science/Math Chairperson	8/30/07	5/24/08	Other/ Not Applicable	0
Teachers will access the SPI so they can utilize the Continuous Improvement Model to individualize instruction to meet the needs of their Level One and Two performing students.	Principal, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers will attend workshops that focus on the utilization of Mathematics manipulatives.	Science/Math Chairperson	9/30/07	5/24/08	Other/ Not Applicable	0
Provide Level One and Two performing students with additional instruction using the Comprehensive Assessment of Mathematics Strategies (CAMS).	Science/Math Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Silver Burdett Ginn Mathematics
Harcourt Mathematics Program
Riverdeep Program
CLASSWORKS Program
Success Maker Program

Professional Development

Training workshop – effective utilization of Mathematics manipulatives
Training workshop – MDCPS Mathematics Scope and Sequence
Training workshop - Success Maker Program
Training workshop - Edusoft
Training workshop - FCAT Mathematics Strategies

Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, district interim mathematics assessments, and student achievement on the 2008 FCAT Mathematics Test.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All Pinecrest Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards in the area of writing.

Needs Assessment

An analysis of the data reveals that 89% of the students scored at 4.0 or above in the FCAT Writing+ Test. Specifically, 14% of the students performed at 3.5 or below in narrative writing and 8% of the students score at 3.5 or below in expository writing. Students will need intensive instruction in the development of organized and fluid expository and narrative writing styles. Further, all fourth grade students will require further instruction in the specific development and understanding of the narrative writing style. The assessment also uncovered needs which include, but are not limited to, the following: (1) a refresher workshop for staff discussing the development of effective writing strategies; (2) utilization of the research based Teach Me Writing program; and (3) a refresher workshop discussing the FCAT writing rubric and its use.

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 using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by 90 percent of students scoring at or above 4.0 on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase software specific to writing and provide training to teachers to help support writing instruction in all subject areas in kindergarten through grade five classrooms.	Reading Leader, Media Specialist, Technology Chairpersons	8/14/07	5/30/08	Other/ Not Applicable	0
Implement the Miami-Dade Competency Based Curriculum correlated with the Sunshine State Standards in all kindergarten through grade five classrooms.	Reading Leader, Assistant Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Utilize the Teach Me Writing program in all grade one through five classrooms to support writing instruction.	Reading Leader	8/14/07	5/30/08	Other/ Not Applicable	0
Provide an inservice to focus on the Writing+ portion of the test for all teachers and parents.	Fourth Grade Chairperson, Reading Leader, SIP Chairperson	8/14/07	5/24/08	Other/ Not Applicable	0
Teachers will administer a Pre-Test in expository and narrative writing.	Fourth Grade Teachers, Reading Leader	8/14/07	5/24/08	Other/ Not Applicable	0
Provide a writing in-service for all teachers and parents demonstrating the use of the holistic scoring rubric.	Fourth Grade Chairperson, Reading Leader, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Maintain writing portfolios for all kindergarten through grade five students containing narrative, expository, and other samples holistically scored utilizing the six-point rubric.	Reading Leader, Assistant Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers of writing will access the SPI so they can utilize the Continuous Improvement Model to individualize instruction to meet the needs of their Level One and Two performing students.	Principal, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Sanron Educational Enterprises, Inc. – Teach Me Writing
 Zaner Bloser – Handwriting Program
 Silver Burdett Language Program
 Houghton Mifflin Spelling Program
 Houghton Mifflin Reading Program

Professional Development

Update review – holistic scoring using the six point writing rubric

Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, district writing pre and post assessments, and student achievement on the 2008 FCAT Writing Plus Test.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All Pinecrest Elementary students will acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards in the area of science.

Needs Assessment

An analysis of the data revealed that 65% of fifth graders are performing at achievement Level 3 or above. A critical review of the existing data determined that students in grade 5 were successful in the areas of life and environmental science, physical and chemical science and scientific thinking. However, it was also revealed that the students in grade 5 scored lowest in the area of earth and space science (60%). Students will need increased instruction in these areas. Grade 5 students will also need continued instruction in the five strands of the science curriculum. The review also revealed needs including, but not limited to, the following: (1) refresher training in the implementation of the Scott Foresman program; (2) the need for an instructional initiative which promotes the use of hands on science activities and the scientific process across the grade levels; and (3) increased school wide participation in the annual science fair.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will demonstrate high standards of performance in science as evidenced by 70% of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to increase the media center's collection of science resources by five percent.	Media Specialist	8/14/07	5/30/08	Other/ Not Applicable	0
Utilize web-based resources to provide science information for all teachers, parents, and students.	Technology Chairpersons, Science/Math Chairperson, Media Specialist	8/14/07	5/30/08	Other/ Not Applicable	0
Utilize appropriate vocabulary to facilitate understanding and application of the scientific method will all kindergarten through grade five students.	Science/Math Chairpersons	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers of science will access the SPI so they can utilize the Continuous Improvement Model to individualize instruction to meet the needs of their level one and two performing students.	Principal, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Continue to utilize FOSS science related materials in all kindergarten through grade five classrooms to enhance the hands-on aspect of instruction of the Miami-Dade Competency Based Curriculum correlated with Sunshine State Standards.	Science/Math Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers will attend FCAT Science workshops that focus on the area of Earth and Space Science.	Science/Math Chairperson	8/30/07	5/24/08	Other/ Not Applicable	0
The Science/Math Chairperson will coordinate a school-wide science fair.	Science/Math Chairperson	8/14/07	5/24/08	Other/ Not Applicable	0
All teachers will attend workshops that focus on hands-on science activities.	AEP Teachers	8/30/07	5/24/08	Other/ Not Applicable	0
Provide all students in kindergarten through grade five with hands-on science experiences utilizing the scientific method.	Science/Math Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman – Science
FOSS Kit Program

Professional Development

Update review – FOSS kit hands-on activities

Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, and student achievement on the 2008 FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Pinecrest Elementary will successfully recruit a diverse representation of the community as its volunteer population to assist and enrich the daily instructional program.

Needs Assessment

Upon initial evaluation of the data, it appears that Pinecrest Elementary is successful in accruing a large amount of volunteer parent hours throughout the school. However, it is apparent that a more diverse representation and participation of the school's population is warranted. During the 2006-2007 school year, less than 3 percent of attendees at PTA meetings and volunteers attending school activities were of the male gender.

Measurable Objective

Given an emphasis on the need for actively involved male role models, the participation and attendance of males at the volunteer orientation and school functions will total one hundred or more during the 2007-2008 school year as documented by sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide two workshops for parents that focus on the importance of parental involvement and also provide reading, math, writing, and science strategies to use at home to support achievement in these subject areas as outlined by the National Standards for Parent/Family Involvement Program (I).	Reader Leader Math/Science Chairperson SIP Chairperson	10/31/07	5/30/08	Other/ Not Applicable	0
Provide training for parents to develop and implement effective one-to-one tutoring strategies in the area of reading achievement as outlined by the National Standards for Parent/Family Involvement Program (II).	Reading Leader	8/14/07	5/30/08	Other/ Not Applicable	0
Publish and distribute weekly newsletters that will be available in hard copy and on-line detailing the events and future activities scheduled in the school to all Pinecrest families as outlined by the National Standards for Parent/Family Involvement Program (I).	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Schedule two Parent Teacher Association meetings during evening hours as outlined by the National Standards for Parent/Family Involvement Program (V).	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Encourage participation of new members, specifically males, on Parent Teacher Association Committees as outlined by the National Standards for Parent/Family Involvement Program (II).	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Publicize and promote two Breakfast with Dad activities throughout the school year as outlined by the National Standards for Parent/Family Involvement Program (III).	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Schedule educational speakers at a minimum of two Parent Teacher Association meetings who will discuss topics of interest to those of the male gender during the 2006-2007 school year as outlined by the National Standards for Parent/Family Involvement Program (VI).	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Provide a volunteer orientation geared for those of the male gender only as outlined by the National Standards for Parent/Family Involvement Program (IV).	Principal	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

National Standards for Parent/Family Involvement Program

Professional Development

Refresher workshop- FCAT strategies for parents
 Workshop – Parent involvement
 Monthly speakers at PTA meetings – educational topics – reading, test taking, behavior, home learning strategies, career awareness

Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, and volunteer sign-in sheet data

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

All Pincrest Elementary students will acquire the knowledge, skills and competencies needed to exhibit socially acceptable behavior in educational and social settings.

Needs Assessment

According to two research studies published in the Journal of Research in Character Education (2004) the implementation of character education and instruction of core values appears to correlate with higher academic scores on standardized measures. It was found that surveys revealed enhanced development of students' interpersonal behavior in the classroom, social problem solving skills, and commitment to democratic values in the early and middle elementary grades. As evidenced by the statistics from the 2006-2007 school year, only 30 percent of students were recognized through the Catch You Being Good! behavior recognition program in grades three through five.

Measurable Objective

Given an emphasis on a safe and orderly educational environment, student behavior in grades three through five will improve as evidenced by an increase of 10% student participation in the Catch You Being Good! behavior recognition program during the 2007-2008 school year as compared to the statistics from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train selected students in grades 3, 4, and 5 as mediators utilizing the Peace Education Foundation's Fighting Fair! Mediation Training Curriculum.	Counselor	8/14/07	5/30/08	Other/ Not Applicable	0
Recognize through closed-circuit television those students who succeed in receiving designated points in the Catch You Being Good! behavior recognition program.	Media Specialist, Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Display names of all students who succeed in receiving designated points in the Catch You Being Good! behavior recognition program throughout the school.	Catch You Being Good! Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Recognize monthly, through the Parrot Club, a student in each class who has exhibited M-DCPS Core Values.	Counselor	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers will attend an inservice on school grounds that focuses on infusing the M-DCPS Core Values.	SIP Chairperson	8/14/07	5/24/08	Other/ Not Applicable	0
Utilize M-DCPS Core Values as the monthly themes and basis of the Catch You Being Good! behavior recognition program.	Catch You Being Good! Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Miami Dade County Public Schools Core Values
 Peace Education Fighting Fair! Program
 Martin Luther King Foundation Peace Program
 Bullying Awareness Program
 City of Miami Police Do The Right Thing! Recognition Program

Professional Development

Refresher in-service – Core Values and Character Education

Evaluation

The objective will be evaluated through Catch You Being Good! point accounts.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

All Pincrest Elementary students will acquire the knowledge, skills, and competencies needed to master the MDCPS Competency Based Curriculum in the area of instructional technology.

Needs Assessment

A growing number of researchers have published substantial evidence that technology can play a positive role in academic achievement specifically in the area of mathematics, reading, writing, and science. Teachers who had students use computers to solve simulations saw students' standardized test scores increase significantly. Becker (2000) found that technology is a strong tool for supporting active, inquiry-based learning. However, according to the Web-Based Commission (2001) teachers receive little training as to the incorporation of web based programs and strategies for instructional utilization. Teachers need opportunities to be mentored and work with colleagues to overcome the barrier of developing effective classroom instruction utilizing web-based programs. During the 2006-2007 school year, 85% of Pincrest Elementary students utilized the FCAT Explorer program. Additionally, 75% of the teachers are proficient in the use of Electronic Gradebook.

Measurable Objective

Given the emergence of web-based programs in education, teachers and students in grades one through five will demonstrate a 10% increase in student participation in the FCAT Explorer program during the 2007-2008 school year as compared to the 2006-2007 school year as documented by the final school year participation report. Additionally, 100% of the staff will be proficient in the use of Electronic Gradebook.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Classworks in all grade one through five classrooms.	Technology Chairpersons, Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Increase the number of PC computers in all pre-kindergarten through second grade classrooms from one to three in order for teachers and students to utilize M-DCPS web-based programs.	School site computer tech, Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Increase the number of computers available for use in the school site computer lab to thirty in order for teachers and students to utilize M-DCPS web-based programs.	School site computer tech, Technology Chairpersons	8/14/07	5/30/08	Other/ Not Applicable	0
Provide an inservice on all available M-DCPS web-based programs for parents.	Technology Chairpersons, Media Specialist, SIP Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Utilize reading, mathematics, and content web site links provided by state adopted texts with all grade two through five students.	Technology Chairpersons	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Classworks program
 Houghton Mifflin Reading
 Harcourt Mathematics Program

Professional Development

Refresher in-service – FCAT Explorer
 Refresher in-service - Electronic Gradebook
 Refresher in-service - Edusoft

Evaluation

The objective will be evaluated by teacher and participant feedback-survey and the final school year student participation report in FCAT Explorer and other MDCPS web-based program usage logs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

All Pinecrest Elementary students will be afforded the opportunity to begin each academic school day with a nutritionally healthy breakfast.

Needs Assessment

The Food Research and Action Center has published research linking children’s nutrition and academic performance specifically breakfast. Studies have shown that students who eat school breakfast show a general increase in math and reading scores on standardized tests and improve their math grades. Children who eat breakfast at school – closer to class and test-taking time – perform better on standardized tests than those who skip breakfast or eat at home. During the 2006-2007 school year an average of 200 Pinecrest Elementary students participated in the free breakfast program on a daily basis.

Measurable Objective

Given the emphasis on nutrition and its effects on the educational process, students in pre-kindergarten through fifth grade will participate in the free breakfast program as evidenced by a 5% increase in daily breakfast attendance during the 2007-2008 school year as documented by comparing daily breakfast cafeteria reports to those from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Competency Based Curriculum health/science strands in all kindergarten through grade five classrooms.	Science/Math Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Display the FDA recommended Food Guide Pyramid daily in the cafeteria and teachers will utilize the Food and Nutrition FOSS science module to instruct students on health and physical fitness.	Cafeteria Manager, Math/Science Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Promote Breakfast With Your Child on a monthly basis over the closed-circuit television and through the Pinecrest Parrot Talk weekly newsletter.	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Publicize the free breakfast program through the Pinecrest Parrot Talk community weekly newsletter	Principal	8/14/07	5/30/08	Other/ Not Applicable	0
Promote Breakfast with Dad activity during both annual Book Fairs with PTA providing parents breakfast while students are participating in free breakfast provided by the cafeteria.	Principal, Media Specialist	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Breakfast for Learning
 Scott Foresman Science
 FDA Food Guide Pyramid

Professional Development

Refresher in-service – FOSS curriculum

Evaluation

The objective will be evaluated using daily breakfast receipts from the cafeteria.

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Pinecrest Elementary students in second and third grades will be offered the opportunity to be enrolled in an academically enriched curriculum provided through the Academic Excellence Program.

Needs Assessment

In accordance with No Child Left Behind, it is recommended that provisions be made to expand academic enrichment opportunities for all students to help meet state academic standards in all tested subjects. During the 2006-2007, enrollment in Pinecrest Elementary's Academic Excellence Program was recorded at sixty-three students from grade two and three. During the 2007-2008 school year, enrollment in the Academic Excellence Program will increase by 5%.

Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students participating in the Academic Excellence Program will increase as demonstrated by a 5% increase in enrollment in grades 2 and 3 during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize reflective portfolios to chart all AEP students' growth and progress.	Principal, Math/Science Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Schedule an informational parent workshop outlining AEP criteria and curricula.	Principal, Math/Science Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Teachers involved in the Academic Excellence Program will attend an inservice focusing on AEP activities and strategies.	Science/Math Chairperson, AEP Teachers	8/14/07	5/24/08	Other/ Not Applicable	0
Promote enrollment in AEP through specified criteria utilized by homeroom teachers in second and third grade	Principal, Math/Science Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0
Implement and utilize hands-on science AEP model with qualified second and third grade students.	Principal, Math/Science Chairperson	8/14/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science
FOSS Science Curricula
Harcourt Math

Professional Development

Workshop – AEP models and curricula

Evaluation

The objective will be evaluated utilizing the 2007-2008 Academic Excellence Program enrollment roster.

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

Miami-Dade County Public Schools

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

Return On Investment Statement

All Pinecrest Elementary students will make annual learning gains without increasing program costs spent per student during the 2006-2007 school year.

Needs Assessment

The Return on Investment (ROI) index of 2005-2006 reveals that Pinecrest is at 62 percentile of all the elementary schools in the state on percent of students making learning gains. The school is in the middle third of all the elementary schools in the state on money spent per student. Overall, Pinecrest Elementary is in the middle third of all elementary schools in the state on the Return on Investment measure.

Measurable Objective

Pinecrest Elementary School will improve its ranking on the State of Florida ROI index publication from the 62th percentile in 2005 to the 65th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/08/06	5/24/07	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/08/06	5/24/07	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	8/08/06	5/24/07	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/08/06	5/24/07	Other/ Not Applicable	0
Continue to participate in the Taste of Pinecrest annual community fundraising event.	Principal, PTA President	8/08/06	5/24/07	Other/ Not Applicable	0

Research-Based Programs

State of Florida ROI Index

Professional Development

Inservice – School Improvement Plan

Evaluation

On the next State of Florida ROI index publication, Pinecrest Elementary will show progress toward reaching the 65th 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:

The EESAC recommends that a portion of the Florida School Recognition Program money be allocated and combined with EESAC funding to purchase necessary materials and programs for staff, students, and the community.

Training:

The EESAC recommends that parent and staff workshop content be discussed and disseminated at monthly EESAC meetings.

Instructional Materials:

The EESAC recommends that a portion of EESAC monies be allocated for instructional materials and programs.

Technology:

The EESAC recommends that technology needs be discussed and addressed at monthly meetings. A portion of EESAC money is allocated yearly to purchase necessary software and hardware.

Staffing:

The EESAC recommends that the funding of part-time staffing needs be discussed at monthly EESAC meetings when necessary.

Student Support Services:

The EESAC recommends that the use of student support services as they apply to the School Improvement Plan be reviewed as needed during monthly EESAC meetings.

Other Matters of Resource Allocation:

The EESAC recommends that a consensus must be reached for the expenditure of the Florida School Recognition Program money, EESAC funds, matching media funds, and Taste of Pinecrest money.

Benchmarking:

The EESAC recommends that the School Improvement Plan be reviewed and modified on a regular basis during monthly EESAC meetings.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommends that all extra curricular and supplemental programs be reviewed and discussed at monthly EESAC meetings.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	0



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