
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4421 - Pinecrest Elementary School

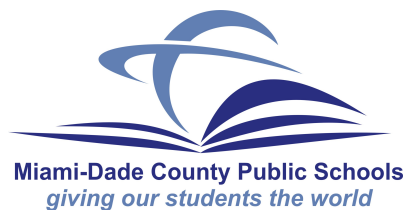
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Valerie Swanson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Pinecrest Elementary School

Pinecrest Elementary School serves pre-kindergarten through fifth grade in an environment that nurtures lifelong learning, critical thinking, and responsible citizenship. It is a multicultural school with a student population of approximately 900. 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 another educational option available for gifted students in grades kindergarten through five. Pinecrest Elementary houses a reading and language arts inclusion model for ESE students in grades four and five. ESE students in kindergarten through third grade attend a resource class located on site. 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 2005-2006 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 90 percent of students scoring at or above Achievement Level 3 on the 2006 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 89 percent of students scoring at or above Achievement Level 3 on the 2006 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 96 percent of students scoring at or above 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, fifth grade students will improve their science skills by meeting or exceeding the district's mean scale score on the 2006 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 2005-2006 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 a 5% increase in the number of students recognized through the Catch You Being Good! behavior recognition program during the 2005-2006 school year as compared to the statistics from the 2004-2005 school year.

Given an emphasis on the utilization of web-based programs in education, teachers and students in grades three through five will demonstrate a 5% increase in participation in the homeroom.com program during the 2005-2006 school year as compared to the 2004-2005 school year as documented by the final school year participation report.

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 2005-2006 school year as documented by comparing daily breakfast cafeteria reports to those from the 2004-2005 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 during the 2005-2006 school year as compared to the 2004-2005 school year.

Pinecrest Elementary School will improve its ranking on the State of Florida ROI index publication from the 56th percentile in 2003 to the 57th 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.

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.

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

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 serves approximately 900 students from the surrounding neighborhood, including standard curriculum students (42%), VE students (4%), Gifted students (34%), English Language Learners (13%), and economically disadvantaged students (8%). The ethnic/racial makeup of the student population is 48 percent Anglo, 39 percent Hispanic, 3 percent African-American, and 11 percent other. The mobility rate of the school is one percent. The ethnic/racial makeup of the teachers employed at the school site is 55 percent Anglo, 28 percent Hispanic, and 17 percent African-American. 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:

Ninety-eight percent of the Pinecrest Elementary staff members surveyed strongly agreed that data is correlated and made available on a timely basis to be utilized as needed for academic decision-making and planning.

Education Design:

Pinecrest Elementary is a multicultural school with a student population of approximately 900. 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 kindergarten through five. Pinecrest Elementary houses a reading and language arts inclusion model for ESE students in grades four and five. ESE students in kindergarten through third 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

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 collated 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 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 formative assessments. In accordance with the professional learning 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, homeroom.com, 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 aspect of Pinecrest Elementary's master schedule. Research-based phonics, vocabulary, fluency, comprehension programs, and instructional strategies have been implemented and are being utilized 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 mathematics and content. Pinecrest Elementary's students, staff, and parents have achieved an A grade from the state since the inception of the Florida School Recognition Program.

Advanced Courses Initiatives & Post Unitary Commitments:

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 a 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 2004-2005 school year.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 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 16% of grade 3, 4, and 5 students are still reading below grade level. Specifically, the majority of Level I students in grades 3, 4, and 5 require additional intensive instruction in identifying main idea/purpose and comparisons. Students in grade 3, 4, and 5 are most successful with (1) applying reference and research skills and (2) identifying words and 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 the effective implementation and utilization of the Classworks program; and (3) the need for a refresher in-service in the effective implementation and utilization of the Homeroom.com program

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in reading as evidenced by 90 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the STARS placement and monitoring program to measure all students' progress in grades one through five.	Reading Leader, Technology Chairpersons, SIP Chairperson	8/08/05	5/24/06
Continue to utilize Accelerated Reader with all students in kindergarten through five to log and monitor students' reading comprehension progress.	Reading Leader, Technology Chairpersons	8/08/05	5/24/06
Initiate implementation and utilization of CLASSWORKS in all grade one through five classrooms.	Reading Leader Technology Chairpersons, SIP Chairperson	10/07/05	5/24/06
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	8/08/05	5/24/06
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	8/08/05	5/24/06
Implement the Comprehensive Research-based Reading Plan correlated with the Sunshine State Standards in all kindergarten through grade five classrooms.	Reading Leader	8/08/05	5/24/06

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

Homeroom.com

CLASSWORKS Program

Accelerated Reader

STAR Assessment and Monitoring Program

Professional Development

Training workshop – CLASSWORKS Program

Training workshop – Houghton Mifflin Reading Program

Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, district interim reading assessments, and student achievement on the 2006 FCAT Reading Test

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 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 20 % of Grade 3, 4, and 5 students are performing below grade level. They are most successful in (1) Data Analysis and (2) Algebraic Thinking. However, they appear to need improvement in (1) Geometry, and (2) Number Sense. 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 implementation and utilization of the Classworks program; (3) and the need for continued utilization of the Homeroom.com program.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate high standards of performance in math as evidenced by 89 percent of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Miami-Dade Competency Based Curriculum correlated with the Sunshine State Standards in all kindergarten through grade five classrooms.	Science/Math Chairperson	8/08/05	5/24/06
Incorporate critical thinking mathematics type performance task questions in formative and summative evaluations.	Science/Math Chairperson	8/08/05	5/24/06
Utilize the Riverdeep program to enhance and support instruction all kindergarten through grade five classrooms.	Technology Chairpersons, Science/Math Chairperson	8/08/05	5/24/06
Continue utilization of the homeroom.com program with all grade three through five students to enhance and support mathematics instruction.	Technology Chairpersons, Science/Math Chairpersons	8/08/05	5/24/06
Initiate implementation and utilization of CLASSWORKS with all students in grades one through five to support mathematics instruction.	Technology Chairpersons, Science/Math Chairperson	10/7/05	5/24/06
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	8/08/05	5/24/06

Research-Based Programs

Silver Burdett Ginn Mathematics
Harcourt Mathematics Program
Riverdeep Program
CLASSWORKS Program
Homeroom.com

Professional Development

Training workshop – CLASSWORKS Program

Training workshop – MDCPS Mathematics Scope and Sequence

Evaluation

The objective will be evaluated by teacher and participant feedback, facilitator evaluation, district interim mathematics assessments, and student achievement on the 2006 FCAT Mathematics Test

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 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 5 % of grade 4 students are performing below 3.5 in narrative writing. The data also reveals that 5% of grade 4 students are performing below 3.5 in expository writing. Specifically, students performing below 3.5 in writing 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 expository 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will demonstrate high standards of performance in writing as evidenced by 96 percent of students scoring at or above 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize media and technology to help support writing instruction in all kindergarten through grade five classrooms.	Reading Leader, Media Specialist, Technology Chairpersons	8/08/05	5/24/06
Provide a writing in-service for all teachers and parents.	Fourth Grade Chairperson, Reading Leader, SIP Chairperson	8/08/05	5/24/06
Implement the Miami-Dade Competency Based Curriculum correlated with the Sunshine State Standards in all kindergarten through grade five classrooms.	Reading Leader, Assistant Principal	8/08/05	5/24/06
Maintain writing portfolios for all kindergarten through five students containing narrative, expository, and other samples holistically scored utilizing the six-point rubric.	Reading Leader, Assistant Principal	8/08/05	5/24/06
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	8/08/05	5/24/06
Utilize the Teach Me Writing program in all grade one through five classrooms to support writing instruction.	Reading Leader	8/08/05	5/24/06

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 pint 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 2006 FCAT Writing Plus Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

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

Needs Assessment

A critical review of the existing data determined that students in grade 5 were successful in the areas of physical and chemical and environmental sciences. However, it was also revealed that students in grade 5 appear to have difficulty in the areas of earth and space science and scientific thinking. 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 FOSS 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, fifth grade students will improve their science skills by meeting or exceeding the district's mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to utilize FOSS science related materials in all kindergarten through grade five classrooms to enhance the instruction of the Miami-Dade Competency Based Curriculum correlated with Sunshine State Standards.	Science/Math Chairperson	8/08/05	5/24/06
Provide all students in kindergarten through grade five with hands-on science experiences utilizing the scientific method.	Science/Math Chairperson	8/08/05	5/24/06
Continue to increase the media center's collection of science resources by five percent.	Media Specialist	8/08/05	5/24/06
Utilize web-based resources to provide science information for all teachers, parents, and students.	Technology Chairpersons, Science/Math Chairperson, Media Specialist	8/08/05	5/24/06
Utilize appropriate vocabulary to facilitate understanding and application of the scientific method will all kindergarten through grade five students.	Science/Math Chairpersons	8/08/05	5/24/06
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	8/08/05	5/24/06

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 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 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 2004-2005 school year, less than 2% 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 2005-2006 school year as documented by sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide two workshops for parents targeting reading, math, writing, and science strategies to use at home to support achievement in these subject areas.	Reader Leader Math/Science Chairperson SIP Chairperson	10/17/05	5/24/06
Provide a training workshop for parents to develop and implement effective one-to-one tutoring strategies in the area of reading achievement.	Reading Leader	8/08/05	5/24/06
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 2005-2006 school year.	Principal	8/08/05	5/24/06
Provide a volunteer orientation geared for those of the male gender only.	Principal	8/08/05	5/24/06
Publish and distribute weekly newsletters detailing the events and future activities scheduled in the school to all Pinecrest families. It is available in hard copy and on-line.	Principal	8/08/05	5/24/06
Schedule two Parent Teacher Association meetings during evening hours.	Principal	8/08/05	5/24/06
Encourage participation of new members, specifically males, on Parent Teacher Association Committees.	Principal	8/08/05	5/24/06
Publicize and promote two Breakfast with Dad activities throughout the school year.	Principal	8/08/05	5/24/06

Research-Based Programs

Not applicable

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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"/>

GOAL 6 STATEMENT:

All Pinecrest 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 2004-2005 school year, only 20% of students recognized through the Catch You Being Good! behavior recognition program were 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 a 5% increase in the number of students recognized through the Catch You Being Good! behavior recognition program during the 2005-2006 school year as compared to the statistics from the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize MDCPS Core Values as the monthly themes and basis of the Catch You Being Good! behavior recognition program.	Catch You Being Good! Chairperson	8/08/05	5/24/06
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	8/08/05	5/24/06
Train selected students in grades 3, 4, and 5 as mediators utilizing the Peace Education Foundation's Fighting Fair! Mediation Training Curriculum.	Counselor	8/08/05	5/24/06
Recognize monthly, through the Parrot Club, a student in each class who has exhibited MDCPS Core Values.	Counselor	8/08/05	5/24/06
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	8/08/05	5/24/06
Recognize through closed-circuit television and the weekly newsletter, The Parrot Talk, those students who achieve excellent conduct as demonstrated by all 1As on their report cards.	Counselor	8/08/05	5/24/06

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.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

All Pinecrest 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 2004-2005 school year, 20% of Pinecrest Elementary teachers and students in grades one through five were enrolled and participated in utilization of homeroom.com.

Measurable Objective

Given an emphasis on the utilization of web-based programs in education, teachers and students in grades three through five will demonstrate a 5% increase in participation in the homeroom.com program during the 2005-2006 school year as compared to the 2004-2005 school year as documented by the final school year participation report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an inservice on technology for parents	Technology Chairpersons, Media Specialist, SIP Chairperson	8/08/05	5/24/06
Increase the number of PC computers in all pre-kindergarten through second grade classrooms from one to three.	School site computer tech, Principal	8/08/05	5/24/06
Increase the number of computers available for use in the school site computer lab to thirty.	School site computer tech, Technology Chairpersons	8/08/05	5/24/06
Utilize reading, mathematics, and content web site links provided by state adopted texts with all grade two through five students.	Technology Chairpersons	8/08/05	5/24/06
Utilize homeroom.com in all grade three through five classrooms.	Technology Chairpersons, Principal	8/08/05	5/24/06

Research-Based Programs

Homeroom.com
Houghton Mifflin Reading
Harcourt Mathematics Program

Professional Development

Refresher in-service – homeroom.com

Evaluation

The objective will be evaluated by teacher and participant feedback-survey and the final school year homeroom.com participation report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 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 2004-2005 school year an average of 100 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 2005-2006 school year as documented by comparing daily breakfast cafeteria reports to those from the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Competency Based Curriculum health/science strands in all kindergarten through grade five classrooms.	Science/Math Chairperson	8/08/05	5/24/06
Display the FDA recommended Food Guide Pyramid daily in the cafeteria.	Cafeteria Manager, Math/Science Chairperson	8/08/05	5/24/06
Promote Breakfast With Your Child on a monthly basis over the closed-circuit television and through the Pinecrest Parrot Talk weekly newsletter.	Principal	8/08/05	5/24/06
Publicize the free breakfast program through the Pinecrest Parrot Talk community weekly newsletter	Principal	8/08/05	5/24/06
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	8/08/05	5/24/06

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.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 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 2004-2005, enrollment in Pinecrest Elementary's Academic Excellence Program was recorded at twenty-five students from grade two.

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 during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote enrollment through specified criteria utilized by homeroom teachers in second and third grade	Principal, Math/Science Chairperson	8/08/05	5/24/06
Implement and utilize hands-on science AEP model with qualified second and third grade students.	Principal, Math/Science Chairperson	8/08/05	5/24/06
Implement and utilize a before-school AEP resource model four days a week.	Principal, Math/Science Chairperson	8/08/05	5/24/06
Utilize reflective portfolios to chart all AEP students' growth and progress.	Principal, Math/Science Chairperson	8/08/05	5/24/06
Schedule an informational parent workshop outlining AEP criteria and curricula.	Principal, Math/Science Chairperson	8/08/05	5/24/06

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 2005-2006 Academic Excellence Program enrollment roster.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

All Pincrest Elementary students will make annual learning gains without increasing program costs spent per student during the 2005-2006 school year.

Needs Assessment

The Return on Investment (ROI) index of 2003-2004 reveals that Pincrest placed in the middle third of all 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, Pincrest 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 56th percentile in 2003 to the 57th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	8/08/05	5/24/06
Become more informed about the use of financial resources in relation to school programs.	Principal	8/08/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	8/08/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Principal	8/08/05	5/24/06
Continue to participate in the Taste of Pinecrest annual community fundraising event.	Principal, PTA President	8/08/05	5/24/06

Research-Based Programs

Not applicable

Professional Development

Inservice – School Improvement Plan

Evaluation

On the next State of Florida ROI index publication, Pinecrest Elementary will show progress toward reaching the 57th 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:

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 Safety & Discipline:

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

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent