
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4441 - Pine Lake Elementary School

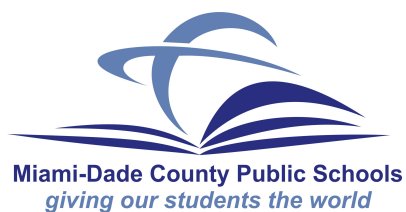
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Penny Puco

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Pine Lake Elementary School

Pine Lake Elementary School is in the tenth year of its magnet program: Communication, Humanities and Technology (CHaT) School. The school is organized around a pre-kindergarten to fifth grade configuration and has an active Parent/Teacher/Student Association. The school community consists of economically-disadvantaged and middle class families. Pine Lake is a Title I school with 86 percent of students qualifying for free or reduced-priced meals. Pine Lake has a mobility index of 36 percent. Pine Lake Elementary School, in conjunction with the Educational Excellence School Advisory Committee (EESAC), has identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills by a 3 percentage point increase as evidenced by 64 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, students who scored in the lowest 25 percent will improve their reading skills as evidenced by 50 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills by a 3 percentage point increase as evidenced by 56 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, Economically-Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, African-American students in grades three

through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 79 percent of students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Plus.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the district's mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given the need to increase parental involvement, parent attendance in the 2005-2006 school year will increase by 5 percent over last year as evidenced by the Title I Parental Involvement Monthly School Report.

Given the implementation of a school-wide attendance plan, students will increase their attendance by one percentage point as evidenced by 95.90 percent attendance on the 2005-2006 Percentage of Attendance Report.

Given instruction based on the National Educational Technology Standards, staff members at Pine Lake Elementary School will increase participation in technology professional development as evidenced by 10 teachers as registered participants for the 2005-2006 Technology Leadership Program (Enhancing Education Through Technology).

Given instruction in Physical Education, students in grades three through five will improve their physical fitness as evidenced by a three percentage point increase in the number of award recipients as evidenced by the 2006 FITNESSGRAM assessment.

Given the opportunity to engage in the "Elementary Howard" grant, students will participate in an interdisciplinary unit that integrates the arts of ancient civilizations with language arts, reading, and social studies.

Pine Lake Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 42nd percentile in 2003 to the 45th percentile on the next publication of the index.

In addition, after a comprehensive review of the results from the Performance Excellence Self-Assessment, Pine Lake Elementary has identified educational design as well as performance results as the two areas that have opportunities for improvement. Pine Lake Elementary School scored a 3.7 on the process management category of the Performance Excellence Self-Assessment which indicates an opportunity for improvement in educational design. The stakeholders who participated in the survey responded that they frequently collect data about the quality of their work. They responded that our school has good processes, and that they have control over their work processes. However, the stakeholders stated that they only sometimes get all of the resources they need to perform their jobs as evidenced by a 3.5 score on the Performance Excellence Self-Assessment. Pine Lake Elementary School also identified business

results as another area that has opportunity for improvement as evidenced by a score of 3.8 on the business results category of the Performance Excellence Self-Assessment. The stakeholders who participated in the survey responded that their customers are satisfied with their work and their work products meet all requirements for high quality and excellence. However, the stakeholders stated that they only sometimes know how well their organization is doing financially as evidenced by a 2.9 score on the Performance Excellence Self-Assessment. These opportunities for improvement will be addressed through the Educational Excellence Advisory Council (EESAC). Staff members will be encouraged to request resources they need to perform their jobs and to become more involved and informed about the financial planning process.

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.

Pine Lake Elementary School

VISION

Excellence in all we do!

MISSION

The Staff at Pine Lake Elementary School is committed to educating all students with skills to achieve their highest level of academic performance and growth in social/emotional behaviors and attitudes. The Pine Lake Elementary team joins the parents and community to assist the students with becoming independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

CORE VALUES

Excellence

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

Integrity

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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.

School Demographics

Pine Lake Elementary is a communications, humanities, and technology magnet school located on 9.13 acres in southwest Miami-Dade County at 16700 S.W. 109 Avenue. Our school consists of one two-story structure with open pod classrooms and has one portable. Pine Lake Elementary has an additional wing that houses emotionally-handicapped students with two general education classrooms and five resource rooms. This school has been retro-wired to provide Internet and intranet access to all classrooms. Computer stations in each classroom provide Internet access to all students. The media center houses a state-of-the-art closed-circuit television system to provide live daily announcement broadcasts to the school. A select team of students is chosen to be the "Morning Show Crew," and is trained to operate the equipment and announce the news. Pine Lake also has an After School Care Program.

Pine Lake Elementary School serves approximately 701 students from the surrounding neighborhood, including standard curriculum students (65 percent), Exceptional Student Education (ESE) students (19.3 percent), English for Speakers of Other Languages (ESOL) students (15.7 percent) and economically-disadvantaged students (89 percent). The ethnic/racial makeup of the student population is 54 percent African-American, 39 percent Hispanic, 3 percent Anglo, and 4 percent Asian or other. In addition, Pine Lake also services 34 children through our Pre-Kindergarten program. The mobility index of the school is 36 percent.

Pine Lake Elementary School employs a total of 87 full-time and part-time employees. The ethnicity of the faculty consists of 28 percent White, 24 percent Black, 44 percent Hispanic, 2 percent Asian/Pacific Islander, and 2 percent Native American. The full-time employees consist of two administrators, thirty classroom teachers, eight exceptional student education teachers, one behavior management teacher, eight classroom paraprofessionals, ten special area teachers, one guidance counselor, one magnet lead teacher, one reading coach, one media specialist, one pool sub, five clerical employees, one community involvement specialist (CIS), five custodial staff workers, one cafeteria manager, eight cafeteria workers, two security monitors and one computer specialist.

Pine Lake Elementary School offers a wide variety of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup are offered after school and on Saturdays. The school day tutorials include: Voyager, Passport (an intensive intervention program for Tier 3 students, Tier 2 students, and for students who are reading below grade level), Early Success and Soar to Success (an intervention program for students reading below grade level), Read 180 (an intensive reading program for level 1 and 2 students in grades four and five), and Fast ForWord (an intervention program for students reading below grade level). In addition, the After School Care Program includes lessons from After School Care Express in all subject areas in order to improve student achievement.

In addition, Pine Lake Elementary School has a variety of programs that reflect the personality of its stakeholders. Departmentalization has been implemented in fourth and fifth grades to provide specialized instruction in math/science, reading/language arts, and social studies. Inclusion is incorporated in the general education classes in grades three, four, and five to meet the needs of the special education students in the least restrictive environment. Pine Lake Elementary School also has a gifted pull-out program in grades one through five. The guidance counselor appoints students based on teachers' recommendations for the Proud Pine Lake Pandas (PPLPs). They facilitate the process of conflict resolution and provide assistance to students, parents, and staff during special events at the school.

Pine Lake Elementary School is proud of its enrichment programs that are available for students. The music department offers a strings instruction program that performs at various events at the school. Additionally, Pine Lake Elementary School will continue to offer an Academic Excellence Program (AEP), cheerleading squad, safety patrols, and will recruit students who are interested in joining the Florida Future Educators of America.

School Foundation

Leadership:

Pine Lake Elementary scored a 3.8 on the leadership category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey are satisfied with the organization's leadership. The employees agree that the leadership sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day-to-day operation of the school.

District Strategic Planning Alignment:

Pine Lake Elementary scored a 3.7 on the strategic planning category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey are satisfied with the goals and objectives in the District Strategic Plan. The employees agree with the goals and objectives of the school and are involved with the development of said goals.

Stakeholder Engagement:

Pine Lake Elementary scored a 4.2 on the customer and market focus category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey are interested in the satisfaction of their customers. The employees strongly agree that they communicate with their customers, identify their customers' needs, and are able to solve problems for their customers.

Faculty & Staff:

Pine Lake Elementary scored a 3.8 on the Human Resource Focus category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey agree that they are involved with a team approach in setting the goals and objectives that affect the overall function of the school.

Data/Information/Knowledge Management:

Pine Lake Elementary scored a 4.2 on the Measurement, Analysis, and Knowledge Management category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey strongly agree that they fully integrate and utilize data to monitor both their own progress and the functions of the school.

Education Design:

Pine Lake Elementary scored a 3.8 on the Process Management category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey agree that they do not get all of the resources they need to do their jobs, but they frequently collect data about the quality of their work, and that the school has good processes.

Performance Results:

Pine Lake Elementary scored a 3.8 on the Business Results category of the Performance Excellence Self-Assessment which demonstrates that the stakeholders who participated in this survey agree that their work meets all requirements for high quality and excellence and that the customers are frequently to always satisfied with their work. Stakeholders indicated that they need to be informed on how the organization is doing financially.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Pine Lake Elementary School complies with the district's policy for the hiring of instructional employees and advertises open positions on the Instructional Vacancies website. Many applicants are available to interview for each open position. We have a strong relationship with neighboring universities and have interns from Florida International University, Nova Southeastern University, University of Miami, and Barry University which affords Pine Lake Elementary School the opportunity to attract and retain high-quality, highly qualified teachers.

• Highly Qualified, Certified Administrators:

Penny A. Puco was appointed principal of Pine Lake Elementary School on August 1, 2005. She has over eighteen (18) years experience in the field of education; twelve years as a teacher, one year as an educational specialist, and six years as an assistant principal. Ms. Puco began her career as a mathematics teacher for the New York City Board of Education in 1987. Since 1990, Ms. Puco has been employed by the School Board of Miami-Dade County, Florida. She worked as a mathematics teacher from 1990 to 1995 at Miami Lakes Middle School, then at Barbara Goleman Senior High School from 1995-1998. While at Barbara Goleman, Ms. Puco held various leadership positions on school improvement committees and was a mathematics teacher trainer for the district's Urban System Initiative, Division of Mathematics and Science. By a vote of her peers at Barbara Goleman, Ms. Puco was named Mathematics Teacher of the Year in May 1998. During the 1998-1999 school year, Ms. Puco was employed as an Educational Specialist in Region Center I where she implemented the goals of the Colleagues Coaching Colleagues Title VI grant. She served as a curriculum liaison to all forty-seven (47) schools in Region Center I, training teachers on the utilization of the Florida Curriculum Frameworks and Sunshine State Standards benchmarks.

From August 1999 to June 2004, Ms. Puco was an assistant principal at North Dade Middle School, International Education Magnet. Her areas of responsibilities included but were not limited to: curriculum and instruction, master schedule, EESAC liaison, School Performance Excellence Plan development, attendance/truancy, ABC School Profile, testing, staff development, International Baccalaureate Magnet Program, teacher certification/observations, Academic Improvement Plan implementation, feeder pattern articulation, articulation internal/external, Title I, opening/closing of school, ESOL, master calendar, payroll verification, fundraisers/fieldtrips, faculty handbook, textbook inventory and ordering, PACES Professional Growth Teams, META monitoring, grades/report cards and school media. During the 2004-2005 school year, Ms. Puco was reassigned to Lake Stevens Middle School. In addition, during that school year, she was selected to serve for a nine-week temporary assignment as the assistant principal for curriculum at North Miami Senior High School.

In 2003, Ms. Puco was selected to participate in the district's two-year Executive Training Program for future principalships. Ms. Puco received her Bachelor in Business Administration (BBA) in 1986 from Bernard M. Baruch College, City University of New York. In 1996, she was awarded her Masters of Science in Mathematics Education from Nova Southeastern University. In addition, Ms. Puco completed her Educational Leadership Certification program also at Nova Southeastern University in August 1997. In July 2005, Ms. Puco was selected to participate in The Principal's Center at Harvard University in Cambridge, Massachusetts.

Dr. Arabella Walker-Adams, assistant principal, has worked in the Miami-Dade County Public School System for twenty-six years in the capacities of teacher, Lead Teacher, Child Care Manager, and Assistant Principal. She was assigned as assistant principal to Pine Lake Elementary School in May of 2003. Prior to that appointment, she worked at Redland Elementary School as the Assistant Principal.

During the eight years at Redland, her responsibilities included serving as liaison for School Volunteers and Dade Partners. As a link to the community, she served as a member on the Homestead Chamber of Commerce Education Committee.

Great strides were made in student academic achievement at Redland Elementary School. Based upon the governor's A+ Plan, the grade for the school went from a "D" to an "A." Dr. Walker-Adams also conducted projects which positively impacted students and staff attendance.

At Pine Lake Elementary School, she coordinates the Saturday Enrichment Education Center with Barry University and Pine Lake Elementary staff to provide tutorial sessions for students. She has been instrumental in developing a school-wide attendance program and is constantly reminding students, "Your teacher cannot teach an empty chair."

• Teacher Mentoring:

At Pine Lake Elementary School, there is a full-time Reading Coach who works closely with kindergarten through third grade teachers. New teachers are given the opportunity to select members for their Professional Growth Teams, according to the Professional Assessment and Comprehensive Evaluation System (PACES) model. Mentoring is provided to all beginning teachers, new teachers to our school, and any other teacher who is in need of extra support. Mentoring is done by "master" teachers who have many years of teaching experience. Focus is placed on how to develop and organize instructional practices which include benchmarks for instruction, lesson planning, classroom management, and reading strategies.

• School Advisory Council:

The purpose of the Pine Lake Elementary School's Educational Excellence School Advisory Council (EESAC) is to work collaboratively to ensure student achievement. The EESAC is responsible for providing input for the School Improvement Plan (SIP). The function of EESAC is to bring together and involve all stakeholders in the advisory process which affects instruction and the delivery of programs. Meetings are held a minimum of four times a year and address a variety of issues and concerns related to school improvement. The EESAC assists the administration with the school budget and allocates the money received per student based on the Full Time Equivalent (FTE) to enhance student achievement.

• Extended Learning Opportunities

Pine Lake Elementary School offers a wide variety of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup are offered after school and on Saturdays. The school day tutorials include: Voyager Passport (an intensive intervention program for Tier 3 students, Tier 2 students, and for students who are reading below grade level), Early Success and Soar to Success (an intervention program for students reading below grade level), Read 180 (an intensive reading program for Level 1 and 2 students in grades 4 and 5), and Fast ForWord (an intervention program for students reading below grade level). In addition, the After School Care Program includes lessons from After School Care Express in all subject areas in order to improve student achievement.

• **School Wide Improvement Model**

Pine Lake Elementary School will incorporate the Continuous Improvement Model: Plan, Do, Study, Act (PDSA) cycle. The PDSA Model involves a four-step process that is a systematic process for making improvements in services. The cycle includes: Plan for changes to bring about improvement, Do changes on a small scale first to try them, Study to see if changes are working, and Act to get the greatest benefit from changes.

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

GOAL 1 STATEMENT:

All students at Pine Lake Elementary School will demonstrate improvement in reading.

Needs Assessment

An analysis of the FCAT performance results indicates that 61 percent of the students achieved state required mastery level on the 2005 Florida Comprehensive Assessment Test (FCAT) which exceeded the 2004-2005 school improvement goal of 53 percent by 8 percentage points. However, as evidenced in the 2005 AYP Report, 19 percent of the Students with Disabilities subgroup achieved state required mastery level on the 2005 FCAT. This demonstrates a 25 percentage point difference of the required 44 percent needed for Adequate Yearly Progress.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills by a 3 percentage point increase as evidenced by 64 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, students who scored in the lowest 25 percent will improve their reading skills as evidenced by 50 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an uninterrupted 120-minute daily reading block for students in kindergarten through fifth grade.	Principal, Assistant Principal, Reading Coach, and Teachers	8/8/2005	5/24/2006
Implement the Plan, Do, Study, Act (PDSA) model utilizing the four step process with all classroom teachers.	Principal, Assistant Principal, Reading Coach, and Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Reading test and monthly benchmark assessments to identify strengths and weaknesses in student performance.	Principal, Assistant Principal, Reading Coach, and Teachers	8/8/2005	5/24/2006
Utilize Voyager Passport, Early Success, Soar to Success, Read 180, and Fast ForWord as ongoing intensive intervention daily with students not meeting state requirements in Reading as delineated in AYP results, and with students functioning below grade level in grades K-2 to reinforce and enhance reading skills.	Teachers, Support Personnel, and Reading Coach	8/8/2005	5/24/2006
Utilize Accelerated Reader in grades one through five, and FCAT Explorer in grades three through five, on an ongoing basis to enhance and reinforce students' reading skills.	Principal, Assistant Principal, Reading Coach, Teachers, and Media Specialist	8/8/2005	5/24/2006
Offer after school tutorials 4 days per week and Saturday School tutorial services to provide students in K-5 with intervention in reading skills.	Principal, Assistant Principal, Reading Coach, Teachers, and Support Personnel	8/8/2005	5/24/2006
Implement the Comprehensive Research-Based Reading Plan from Kindergarten through fifth	Teachers and Reading Coach	8/8/2005	5/24/2006

grade with intensive focus on Words/Phrases, Main Idea/Purpose, Comparisons, and Reference/Research.	
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Research-Based Programs

Houghton-Mifflin Core Reading Program

Voyager Passport

Read 180

Fast ForWord

Soar to Success (HM)

Early Success (HM)

Quick Reads

Project CrISS

Professional Development

Comprehensive Research-Based Reading Plan (CRRP) training will be provided by the Reading Coach for all K-5 teachers at Pine Lake Elementary on a yearly basis.

Houghton-Mifflin Core Reading Program training will be provided by the Reading Coach or district personnel for all K-5 teachers at Pine Lake Elementary or at the district on a yearly basis.

Soar to Success training will be provided for selected teachers by the Reading Coach for intervention at Pine Lake Elementary on a yearly basis.

Early Success training will be provided for intervention to selected teachers by the Reading Coach at Pine Lake Elementary on a yearly basis.

Best Practices in Reading workshops will be provided for K-5 teachers on a monthly basis by the Reading Coach.

Evaluation

Students in grades three through five will improve their reading skills by a 3 percentage point increase as evidenced by 64 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Students who scored in the lowest 25 percent will improve their reading skills as evidenced by 50 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Students will be given monthly reading assessments to monitor students' progress and provide differentiated classroom instruction to meet students' individual needs.

Students enrolled in after-school and Saturday school will be monitored with a pre and post assessment.

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

GOAL 2 STATEMENT:

All students at Pine Lake Elementary School will demonstrate improvement in mathematics.

Needs Assessment

An analysis of the FCAT performance results indicates that 53 percent of the students achieved state required mastery level on the 2005 Florida Comprehensive Assessment Test (FCAT). However, as evidenced in the 2005 AYP Report, 22 percent of Students with Disabilities, 36 percent of Limited English Proficiency students, 42 percent of African-American students, and 43 percent of Economically-Disadvantaged students demonstrated state mastery level on the 2005 FCAT. This demonstrates a 28, 14, 8, and 7 percentage point difference, respectively, needed to achieve Adequate Yearly Progress.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills by a 3 percentage point increase as evidenced by 56 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, Economically-Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Given instruction based on the Sunshine State Standards, African-American students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze FCAT data on a yearly basis for grades 3-5 and provide differentiated classroom instruction to meet students' individual needs.	Teachers and Instructional Support Personnel	8/8/2005	5/24/2006
Utilize technology-based interventions such as FCAT Explorer for students in grades 3-5 or Riverdeep for students in grades K-5 on an ongoing basis.	Teachers and Instructional Support Personnel	8/8/2005	5/24/2006
Identify students who did not meet the state required mastery level on the 2005 FCAT to be targeted to attend Saturday school and attend after-school tutoring offered four days a week.	Principal, Assistant Principal, Teachers and Instructional Support Personnel	8/8/2005	5/24/2006
Departmentalize grades four and five to provide intensive instruction in Reading/Language Arts and Math/Science block on a daily basis.	Principal, Assistant Principal, and Teachers	8/8/2005	5/24/2006
Implement the Plan, Do, Study, Act (PDSA) Model utilizing the four-step process with all classroom teachers.	Principal, Assistant Principal, and Teachers	8/8/2005	5/24/2006
Continue to implement the district-approved Scope	Teachers	8/8/2005	5/24/2006

and Sequence on a daily basis in grades K-5.	
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Research-Based Programs

Addison/Wesley Mathematics

Riverdeep

Professional Development

Best Practices in Math workshops will be provided for K-5 teachers on a monthly basis by the Mathematics Coach.

Evaluation

Students in grades three through five will improve their mathematics skills by a 3 percentage point increase as evidenced by 56 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Math Test.

Students With Disabilities (SWD) in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Limited English Proficiency (LEP) students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Economically-Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

African-American students in grades three through five will improve their mathematics skills as evidenced by 50 percent reaching the state required mastery level as documented on the 2006 Adequate Yearly Progress Report.

Students will be given monthly mathematics assessments to monitor students' progress and provide differentiated classroom instruction to meet students' individual needs.

Students in grades three through five will improve their mathematics skills by a 3 percentage point increase as evidenced by 56 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Math 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
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students at Pine Lake Elementary School will demonstrate improvement in writing.

Needs Assessment

The results attained from the School Performance Accountability Results indicate that 78 percent of the students tested met the state standard of 3.5 and higher on the 2005 Florida Comprehensive Assessment Test (FCAT) Writing Plus. The score reflects a 3 percentage point increase when compared to the 2004 test results. The needs assessment reveals that students require further development in the writing benchmarks. The data revealed that improvement is needed in narrative writing. Though data indicates the strength is expository writing, continuous instruction is required as we seek to raise student achievement levels.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 79 percent of students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Plus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the five instructional strategies for grades K through five from the Lessons Learned research compiled from FCAT, Sunshine State Standards, and Instructional Implications Data through 2000 on an ongoing basis.	Teachers	8/8/2005	5/24/2006
Incorporate writing in various modes/genres and utilize journal writing to provide additional writing opportunities across the curriculum on an ongoing basis in grades K through five.	Teachers	8/8/2005	5/24/2006
Implement the Plan, Do, Study, Act (PDSA) Model utilizing the four step process with all classroom teachers throughout the year.	Principal, Assistant Principal, Teachers, and Reading Coach	8/8/2005	5/24/2006
Utilize monthly assessments to identify students not meeting state writing requirements and after school in-house tutorial services to assist in enhancing writing skills across the curriculum in grades K through five.	Teachers and Reading Coach	8/8/2005	5/24/2006
Utilize monthly writing prompts for grades K-5 to ensure that students learn effective narrative and expository writing techniques.	Teachers and Reading Coach	8/8/2005	5/24/2006
Coordinate grade level meetings, data study teams, and vertical teams to meet monthly to review and share assessment data.	Teachers and Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Core Reading Program
Comprehensive Research-based Reading Plan

Professional Development

Effective Writing Workshops will be provided at Pine Lake Elementary School by the Reading Coach for the instructional staff on a quarterly basis.

Scoring using the Rubric Workshops will be provided at Pine Lake Elementary School by the Reading Coach for the instructional staff on a quarterly basis.

FCAT Writing Plus Workshops will be provided at Pine Lake Elementary School by the Reading Coach for the instructional staff on a quarterly basis.

Evaluation

Students in grade four will improve their writing skills as evidenced by 79 percent of students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Plus.

Students will be given a pre and post writing assessment to monitor students' progress.

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

GOAL 4 STATEMENT:

All students at Pine Lake Elementary School will demonstrate improvement in science.

Needs Assessment

An analysis of the FCAT performance results indicates that fifth grade students achieved a mean scale score of 262 on the 2005 Florida Comprehensive Assessment Test (FCAT). This demonstrates an increase of 12 points from the mean scale score of 250 on the 2004 FCAT. However, fifth grade students achieved 50 percent correct on the Scientific Thinking, 46 percent correct on the Life/Environmental, and 38 percent correct on the Earth/Space content clusters on the 2005 FCAT. This indicates a need to further improve these areas with current fifth grade students.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the district's mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement an inquiry-based science approach to instruction on a weekly basis.	Teachers	8/8/2005	5/24/2006
Continue to implement the district-approved Scope and Sequence on a daily basis in grades K-5.	Teachers and Instructional Support Personel	8/8/2005	5/24/2006
Implement the Plan, Do, Study, Act (PDSA) Model utilizing the 4-step process with all classroom teachers.	Principal, Assistant Principal, and Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Science Test and quarterly test to identify strengths and weaknesses in students' performance.	Principal, Assistant Principal, and Teachers	8/8/2005	5/24/2006
Departmentalize grades four and five to provide intensive instruction in Reading/Language Arts and Math/Science blocks on a daily basis.	Teachers	8/8/2005	5/24/2006

Research-Based Programs

Scott Foresman Science
FOSS Kits

Professional Development

Best Practices in Teaching Science training will be provided for teachers in grades K-5 by the district on a yearly basis.

Evaluation

Students in grade five will improve their science skills as evidenced by meeting or exceeding the district's mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Students will be given a pre and post science assessment to monitor students' progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Pine Lake Elementary will increase parental involvement in Title I activities.

Needs Assessment

Pine Lake Elementary demonstrated a 39 percent decline in the number of parents attending Title I school meetings during the 2004-2005 school year (exclusive of Open House), from 125 in 2003-2004 to 86 in 2004-2005.

Measurable Objective

Given the need to increase parental involvement, parent attendance in the 2005-2006 school year will increase by 5 percent over last year as evidenced by the Title I Parental Involvement Monthly School Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disseminate information about upcoming meetings and school events to parents in multi-lingual formats.	Principal, Assistant Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Maintain an on-going line of communication in students' home language between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent-teacher conferences and home visits.	Principal, Assistant Principal, Community Involvement Specialist, Teachers	8/8/2005	5/24/2006
Provide and maintain a Parent Resource Center with instructional materials for check-out and use at home.	Principal, Assistant Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities on an ongoing basis.	Principal, Assistant Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Include parents' active participation in the scheduled meetings of PTSA and EESAC.	Principal, Assistant Principal, Community Involvement Specialist	8/8/2005	5/24/2006
Utilize Title I Community Involvement Specialist to coordinate and implement a parent outreach program to traditionally non-participating families, as evidenced by parent outreach logs on an ongoing basis.	Principal, Assistant Principal, Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

National Standards PTA

Professional Development

The Title I Community Involvement Specialist will attend district professional development concerning parent involvement.

Evaluation

Parental involvement will increase by 5 percent over last year during the 2005-2006 school year as evidenced by the Title I Parental Involvement Monthly School Report.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Pine Lake Elementary School will maintain a safe learning environment for all students.

Needs Assessment

The results from the Percentage Attendance Report indicates that Pine Lake Elementary School has a 94.90 percent attendance and is number 136 out of 213 elementary schools as of the end of the 2004-2005 school year. The data reveals that an effective school attendance plan is necessary to increase daily attendance and provide a safe learning environment by monitoring the students that are present.

Measurable Objective

Given the implementation of a school-wide attendance plan, students will increase their attendance by one percentage point as evidenced by 95.90 percent attendance on the 2005-2006 Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reduce the number of incidents of truanancies by implementing a school-wide attendance incentive program.	Principal, Assistant Principal, Teachers, Guidance Counselor	8/8/2005	5/24/2006
Implement the "Glad You're Here" program where students who are present and classes with 100% attendance are recognized during the morning announcements.	Principal, Assistant Principal, Teachers, Guidance Counselor	8/8/2005	5/24/2006
Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.	Teachers, Community Involvement Specialist, Guidance Counselor	8/8/2005	5/24/2006
Target students who have excessive absences and tardies through the Adopt-A-Student mentoring program.	Teachers, Guidance Counselor	8/8/2005	5/24/2006
Implement and monitor the district's Truancy Intervention Program (TIP).	Principal, Assistant Principal, Teachers, Guidance Counselor	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Truancy Intervention Program (TIP) training will be provided by the district on an annual basis to selected staff.

Best practices on attendance training will be provided by the district on an annual basis to selected staff.

Evaluation

Students will increase their attendance by one percentage point as evidenced by 95.90 percent attendance on the 2005-2006 Percentage of Attendance Report.

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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The staff at Pine Lake Elementary School will increase the use of technology to improve student achievement.

Needs Assessment

During the 2004-2005 school year, seven teachers of fifty-one completed the 2004-2005 Technology Leadership Program. This indicates a need to increase teacher participation in technology training programs.

Measurable Objective

Given instruction based on the National Educational Technology Standards, staff members at Pine Lake Elementary School will increase participation in technology professional development as evidenced by 10 teachers as registered participants for the 2005-2006 Technology Leadership Program (Enhancing Education Through Technology).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and select teachers who will participate as cohort members in the Technology Leadership Program on a yearly basis.	Principal, Tech Mentor	8/8/2005	5/24/2006
Train cohort members in the five modules of instructional technology in five monthly trainings.	Tech Mentor	8/8/2005	5/24/2006
Produce cohort teachers' portfolios highlighting student-generated work samples at the end of the five training sessions.	Selected teachers	8/8/2005	5/24/2006
Provide professional development training in instructional technology for all staff members on selected professional development days and as needed throughout the year.	Tech Mentor	8/8/2005	5/24/2006
Implement and monitor students' computer usage in technology-based intervention programs on an ongoing basis.	Selected Teachers	8/8/2005	5/24/2006

Research-Based Programs

National Educational Technology Standards

Professional Development

Five monthly workshops will be taught by the Tech Mentor at Pine Lake Elementary School. These will include:

"Dive Into Riverdeep" which will train teachers in the management system and give them implementation strategies for classroom use,

"Technology Toolkit and Atomic Learning" which will give instruction in the Microsoft Office Suite of applications and provide targeted instruction to teachers through online access to Atomic Learning training,

"Marco Polo" will introduce teachers to seven discipline-specific, standards-based websites to the teachers, infusing technology into their curriculum to enhance delivery of instruction,

"Brainstorming with the Best" will introduce teachers to the Kidspiration concept-mapping software to build graphic organizers for visual assistance, and

"Project-Based Learning" will train teachers to explore and create Internet-based and student-centered learning projects through Treasure Hunts and WebQuests.

Evaluation

Staff members at Pine Lake Elementary School will increase participation in technology professional development as evidenced by 10 teachers as registered participants for the 2005-2006 Technology Leadership Program (Enhancing Education Through Technology).

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

All students at Pine Lake Elementary School will develop skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

As evidenced by the FITNESSGRAM assessment of 2005, 66 percent of students in grades three through five were award recipients.

Measurable Objective

Given instruction in Physical Education, students in grades three through five will improve their physical fitness as evidenced by a three percentage point increase in the number of award recipients as evidenced by the 2006 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis.	Principal, Assistant Principal	8/8/2005	5/24/2006
Administer a pre-test to the students to determine baseline measures. Administer a post-test at the end of the program. Compare pre- and post-test data to provide valid measures of student and school improvement.	Physical Education Teachers	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities for students specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principal, Physical Education Teachers	8/8/2005	5/24/2006
Provide activities for students that emphasize improvement in cardiovascular fitness, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Physical education teachers will attend district workshops addressing FITNESSGRAM.

Evaluation

Students in grades three through five will improve their physical fitness as evidenced by a three percentage point increase in the number of award recipients as evidenced by the 2006 FITNESSGRAM assessment.

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

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

GOAL 9 STATEMENT:

Students at Pine Lake Elementary School will develop skills and interest that promote and encourage lifetime appreciation for the visual arts.

Needs Assessment

Given that Pine Lake Elementary School wants to develop skills and interest in art, we need to provide student participation in the project "Elementary Howard."

Measurable Objective

Given the opportunity to engage in the "Elementary Howard" grant, students will participate in an interdisciplinary unit that integrates the arts of ancient civilizations with language arts, reading, and social studies.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a qualitative assessment of students' portfolios to ensure that all state and national goals and objectives are being met.	Art Teacher	8/8/2005	5/24/2006
Ensure that the recommended 60 minutes per week are given for art instruction.	Art Teacher	8/8/2005	5/24/2006
Develop an individual art plan to ensure that the goals of the school meet the goals and objectives of the District.	Principal, Assistant Principal	8/8/2005	5/24/2006
Utilize the media center and computer lab for research of students' projects.	Art teacher, Teachers	8/8/2005	5/24/2006
Provide the opportunity for students to participate in the "Elementary Howard" program.	Art Teacher	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Art teacher and selected classroom teachers will attend grant related workshops.

Evaluation

Baseline data will be gathered given the number of students participating as evidenced by sign-in log.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Pine Lake Elementary School will improve its rank to the 90th percentile on the Return on Investment index (ROI) of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Pine Lake Elementary ranked at the 42nd percentile on the State of Florida Return on Investment index.

Measurable Objective

Pine Lake Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 42nd percentile in 2003 to the 45th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida Return on Investment index publication, Pine Lake Elementary will show progress toward reaching the 45th 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 Educational Excellence School Advisory Council (EESAC) will prepare its budget to provide student and parent incentives, tutoring services and technology enhancement.

Training:

The EESAC is committed to on-site professional development to ensure the attainment of our school improvement goals and objectives for the 2005-2006 school year.

Instructional Materials:

The EESAC recommends that each grade level be surveyed to determine the instructional materials needed to achieve the set objectives.

Technology:

The EESAC recommends the development and implementation of a school technology plan which will include increasing the number of teachers and paraprofessionals trained in instructional technology.

Staffing:

The EESAC recommends tutorial classes in the Sunshine State Standards after school and on Saturdays to be provided by qualified staff in order to meet the needs of lower performing students.

Student Support Services:

The EESAC recommends promoting an increase in community and parental involvement.

Other Matters of Resource Allocation:

The EESAC reviewed the following budgets: EESAC, school-based, Title I and Magnet.

Benchmarking:

The EESAC recommends comparing and contrasting Pine Lake Elementary with other schools that have similar profiles.

School Safety & Discipline:

The EESAC recommends that a Safety and Discipline Committee be developed. In addition, the EESAC recommends the following programs be provided at the school: safety patrol, DARE, Do the Right Thing, and PROUD.

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