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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4461 - Pine Villa Elementary School

*FeederPattern:* Miami Southridge Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Betty Thomas

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Pine Villa Elementary School*

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Pine Villa Elementary is a prekindergarten through fifth grade school with an enrollment of 753 students. The school community, characterized as urban with 89.1 percent of the students on free or reduced priced meals, is located in the southern section of Miami-Dade County, Florida. The school houses a Montessori/Technology Magnet program. After analyzing and evaluating all pertinent data to our school, the Pine Villa stakeholders, in conjunction with the Educational Excellence School Advisory Council, have identified the following priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five grade will improve their reading skills as evidenced by 53 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mastery Level.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mastery Level.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 80 percent of students reaching the state required level as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 as documented by the 2006 FCAT Science Test.

Given an emphasis on the increase in communication as documented through logs and records, parental involvement in school related activities will increase during the 2005-2006 school year by two percentage points as compared to the 2004-2005 school year.

Given emphasis on school safety and peer-mediation, the number of students being suspended will decrease by 2 percent as compared to the 2004-2005 school year, as evidenced by the Student Case Management Referral Forms.

Given instruction based on the National Educational Technology Standards, teachers at Pine Villa Elementary will improve their technology skills as evidenced by a 5 percent increase in participation in technology professional developments which will be measured through sign-in logs. During the 2004-2005 school year 35 percent of teachers participated in technology professional developments.

Through participation in the daily physical education program, the students will achieve an annual award increase of 3 percent as measured by the FITNESSGRAM Test compared to the 2004-2005 school year.

Given instruction in the arts, the number of students participating in the 2006 Fair and Exposition will increase by 100 percent as evidence by the Fair and Exposition submission logs.

Pine Villa Elementary School will improve its ranking on the State of Florida Return On Investment index publication from the 30 percentile in 2003-2004 school year to the 33 percentile on the next publication of the index.

The stakeholders who participated in the Organizational Performance Self-Assessment Survey identified Strategic Planning and Business Results as the two areas that have opportunities for improvement. Pine Villa Elementary School scored a 3.9 on Strategic Planning and a 4.0 on the Business Results sub-categories of the Organizational Performance Self-Assessment Survey. These sub-categories will be addressed through the Educational Excellence School Advisory Council (EESAC). Teachers will be provided with opportunities to become actively involved in the strategic planning process. In addition, more effort will be applied to improving communication regarding financial and business matters.

# 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 Villa Elementary School**

### VISION

We at Pine Villa Elementary School are committed to providing a child-centered structured curriculum where children become critical thinkers, motivated lifelong learners, and responsible citizens. How we teach and what we teach must be geared to the fundamental process of how children learn.

### MISSION

Our mission is to create a structured environment, which is both child-centered, nurturing, and flexible enough to meet the growing and changing needs of our school and community. We will provide meaningful learning experiences that will promote positive self-esteem by ensuring students reach the highest standards. At Pine Villa Elementary School students develop and expand knowledge through active participation in an atmosphere for learning where all students are encouraged to become creative, independent, problem solvers, through the use of varied resources.

## CORE VALUES

Pine Villa Elementary School holds the following beliefs as the motivation for all endeavors undertaken in the development of the total child. We are dedicated to the enhancement of their positive self-esteem, social/emotional development, and the realization of their highest potential. We believe that the attainment of these values is the responsibility of all stakeholders: students, staff, parents, and the community working together for this common goal.

## *School Demographics*

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Pine Villa Elementary was established in 1959. Pine Villa Elementary is a pre-kindergarten through fifth grade school with an enrollment of 753 students. The school community is characterized as urban with 89.1 percent of the students on free or reduced priced meals. Pine Villa Elementary is located on 11.39 acres in southern Miami-Dade County in the community of Goulds, at 21799 SW 117 Ct. The two story main building is augmented with a newly built kindergarten, art and music suite, a media center, and a new building housing intermediate classrooms. There are 12 portables, 2 duplexes, and 1 relocatable building. The building has been fully wired to provide internet and intranet access and accommodate 3 computers per classroom. A technology lab for student use houses 30 computers and a network printer. The closed circuit television system at the school has been incorporated into the Media Center program. The school houses a Montessori Magnet program.

The ethnic/ racial makeup of the student population is 23 percent Hispanic, 72 percent African American, 2 percent White, and 3 percent other. The mobility index of the school is 31 percent. The school employs a total of 91 full-time staff members and 7 part-time staff members. Included in the groups are 1 principal, 1 assistant principal, 1 Lead Teacher, 1 Media Specialist, 2 Reading Coaches, 1 Gifted Teacher, 1 ESE Chairperson, 1 counselor, 1 pool sub, 5 ESE teachers, 2 Community Involvement Specialists (CIS), 1 cafeteria monitor, 3 security monitors, 1 computer specialist, 1 microsystems technician, 6 custodians, 8 special area teachers, 33 regular classroom teachers, 7 clerical staff, and 19 paraprofessionals. The ethnic/ racial makeup of the staff is 28 percent Hispanic, 43 percent African American, 26 percent White, and 4 percent American Pacific Indian.

Pine Villa Elementary works endlessly to link with the community in several ways. Each year the school sponsors monthly parent workshops, Back to school night, Montessori Orientation, Montessori Open House, Kindergarten Orientation Meetings and Title I Open House in which the community is invited to attend. Parents are provided with a school climate survey and a Title I parent survey. In addition, parents were provided a survey for the implementation of uniforms school wide which resulted in uniforms being mandatory (with waivers available for those parents with specific concerns). Results of these surveys allow the school to adapt to the changing needs of the school's community.

# *School Foundation*

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## ***Leadership:***

According to the percentage of staff who responded to the online survey, the leadership category received a ranking of 4.1, which is slightly above the "frequently" point.

## ***District Strategic Planning Alignment:***

According to the percentage of staff who responded to the on line survey, the district strategic planning alignment category received a ranking of 3.9, which is slightly below the "frequently" point. The stakeholders are satisfied with the goals and objectives at Pine Villa elementary and are actively involved in the development of the goals and objectives. Teachers will be provided with opportunities to become actively involved in the strategic planning process.

## ***Stakeholder Engagement:***

According to the percentage of staff who responded to the on line survey, the stakeholder engagement category received a ranking of 4.3, which is above the "frequently" point. These scores demonstrate that employees strongly agree that they communicate with their customers, identify the needs of their customers, and are able to solve their customers' problems.

## ***Faculty & Staff:***

According to the percentage of staff members who responded to the on line survey, the faculty and staff category received a ranking of 4.1, which is slightly above the "frequently" point. This demonstrates that the employees strongly agree that they are involved with a team approach in setting the goals and objectives that affect the overall functions of the school.

## ***Data/Information/Knowledge Management:***

According to the percentage of staff members who responded to the on line survey, the data/information/knowledge management category received a ranking of 4.2, which is slightly above the "frequently" point. This demonstrates that employees fully integrate and utilize data to monitor both their own progress as well as the functions of the school.

## ***Education Design:***

According to the percentage of staff members who responded to the on line survey, the educational design category received a ranking at 4.0, which is at the "frequently" point. This survey demonstrates that employees strongly agree that they can get all the resources they need to do their job, they frequently collect data about the quality of their work, and that our school has good processes.

## ***Performance Results:***

According to the percentage of staff who responded to the on line survey, the performance results category received a ranking at 4.0, which is at the "frequently" point. The Business Results focus category of the Organizational Performance Excellence Self-Assessment Survey, indicates that employees strongly agree that their work meets all requirements for high quality and excellence and that the customers are always satisfied with their work. More effort will be applied to improving communication regarding financial and business matters.



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

**GOAL 1 STATEMENT:**

All students at Pine Villa Elementary will be able to read on or above grade level.

**Needs Assessment**

Results attained from the 2005 FCAT Reading Test indicate that 22 percent of third graders, 18 percent of fourth graders, and 26 percent of fifth graders scored below the state required mastery level. The total number of students that scored at or above grade level on the 2005 FCAT Reading Test was 48 percent.

Results attained from the 2005 FCAT Reading Test indicate that 78 percent of Students with Disabilities (SWD) scored below the state required mastery level.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five grade will improve their reading skills as evidenced by 53 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the components of the Comprehensive Research-Based Reading Plan at grade level meetings to create long term goals to address instructional needs.	Assistant Principal, Reading Coaches, Classroom Teachers	8/8/2005	5/24/2006
Implement a school wide Accelerated Reader program for all students Kindergarten through fifth grade students.	Assistant Principal, Reading Coaches, Classroom Teachers	8/8/2005	5/24/2006
Provide appropriate in-service to administrators and instructional staff that will enhance student learning, classroom instruction, and monitor implementation.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/8/2005	5/24/2006
Conduct parent workshops and training sessions through PTA meetings to assist parents so that they can provide instructional support in reading at home.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, Community Involvement Specialists	08/08/05	05/24/06
Provide professional development to all teachers so that instructional software is integrated into daily instruction.	Assistant Principal, Reading Coaches, Classroom Teachers, Computer Teacher	08/08/05	05/24/06
Implement and monitor intervention strategies in reading, as determined by school, district, and state assessment data such as extended school tutorial for second through fifth grade students. The intervention strategies are FCAT Explorer, Riverdeep, FCAT Coach books, and FCAT Blastoff books.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/8/2005	5/24/2006
Identify students scoring in the lowest 25 percent on the FCAT Reading test in order to provide in-house intensive remediation in small groups using the Sunshine State Standards and grade level expectations. Soar to Success, Early Success, and Voyager Passport will be used in the intensive	Assistant Principal, Reading Coaches, Classroom Teachers	08/08/05	05/24/06

remediation groups.	
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## **Research-Based Programs**

Houghton Mifflin Core Reading Program

## **Professional Development**

In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and the Houghton Mifflin in-house training focusing on the two hour block. Additionally, inservices will include training on the resources required for the implementation of the School Improvement Plan: FCAT Explorer, Voyager Passport, Soar to Success, and Early Success. Other professional development will be based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of in-services will include demonstrated lessons, mentoring to teachers provided by the Reading Coaches and Curriculum Support Personnel by the District and school.

## **Evaluation**

This objective will be evaluated by the results of weekly and monthly assessments that will be provided by the teacher and used to monitor student progress on an on-going basis. Additionally, in-house reading test assessments will be provided by the Reading Coaches to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. Resources for assessments will include Riverdeep, FCAT Explorer, Diagnostic Assessment of Reading (DAR) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening assessment for kindergarten to third grade students as well as FCAT level 1 and 2 fourth and fifth grade students. All students in grades three through five will participate in the 2006 FCAT Reading Test. The extended school tutorial program will be evaluated by giving the students pre-test and post-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 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 Villa Elementary School will demonstrate increased performance in mathematics.

**Needs Assessment**

Scores on the 2005 FCAT mathematics test indicate that 26 percent of third graders, 12 percent of fourth graders, and 11 percent of fifth graders scored below the state mastery level. The total number of students that scored at or above grade level on the 2005 FCAT Mathematics Test was 47 percent.

Scores on the 2005 FCAT mathematics test indicate that 86 percent of Students with Disabilities (SWD) scored below the state mastery level.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mastery Level.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Mastery Level.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate the competency-based curriculum and Sunshine State Standards in daily curricular plans and grade level meetings to plan long range goals for mathematics.	Classroom Teachers, Math Facilitator	08/08/05	05/24/06
Incorporate FCAT Explorer and Riverdeep software in mathematics lessons to strengthen mathematics application skills.	Principal, Assistant Principal, Classroom Teacher, Math Facilitator, Computer Lab Teacher	08/08/05	05/24/06
Identify the students in all subgroups scoring at Level 1 on the FCAT Math Test, as delineated in AYP disaggregated data and implement an after school tutorial program to address the math deficiencies of students.	Principal, Assistant Principal, Classroom Teachers, Special Area Teachers	08/08/05	05/24/06
Provide all students with performance-based activities incorporating the use of manipulatives, problem-solving, and critical thinking strategies, technology, problem-of-the day, CRISS strategies, games/puzzles, and appropriate software in order to improve student achievement.	Assistant Principal, Classroom Teachers	08/08/05	05/24/06
Provide biweekly instructional support to all classroom teachers through the Math Facilitator by modeling lessons.	Principal, Assistant Principal, Math Facilitator	08/08/05	05/24/06

## Research-Based Programs

Scott Foresman Math Series

## **Professional Development**

Professional development for all teachers will include training in the resources that will enhance classroom instruction. The strategies that will be implemented will focus on algebraic thinking and data analysis through the use of FCAT Explorer, Riverdeep and mathematics task cards. Other inservices will be scheduled based on teacher surveys and data driven analysis. Delivery of professional development will include mentoring to teachers by other curriculum support personnel offered by the District.

## **Evaluation**

This objective will be evaluated by weekly and monthly assessments that will be provided by the teacher and will be used to monitor student progress on an on-going basis. Additionally, in-house quarterly math assessments will be provided by the math facilitator to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. All students in grades three through five will participate in the 2006 FCAT Mathematics Test. The after school tutorial program will be evaluated by giving the students pre-test and post-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 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 3 STATEMENT:**

All students at Pine Villa Elementary School will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

**Needs Assessment**

Scores on the 2005 FCAT Writing test indicate that 37 percent of students in fourth grade scored below a 3.5 in the expository assessment and 34 percent of fourth grade students scored below a 3.5 on the narrative assessment. The total number of students that met state standards on the 2005 FCAT Writing Test was 77 percent.

**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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 80 percent of students reaching the state required level as documented by scores on the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide inservice for all administrators and instructional staff to ensure effective delivery of writing instruction and monitor its implementation.	Principal, Assistant Principal, Reading Coaches	08/08/05	05/24/06
Implement a monthly assessment prompt for all students in grades one through five that will be scored utilizing a grade-appropriate rubric to assess student writing and determine further instruction.	Assistant Principal, Reading Coaches, Classroom Teachers	08/08/05	05/24/06
Administer the district provided expository and narrative pre and post test to all students in grades one through five and utilize the assessment data to plan areas of need in the writing curriculum	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	08/08/05	05/24/06
Conduct grade level appropriate parenting workshops and training sessions on the elements of the FCAT writing test.	Assistant Principal, Reading Coaches, Community Involvement Specialists	08/08/05	05/24/06
Improve the quality of writing through the implementation of strategies such as sentence variety, writing pictures, and incorporating classroom journal writing in order to provide additional writing opportunities for all students.	Assistant Principal, Reading Coaches	08/08/05	05/24/06
Provide CRISS training for teachers to facilitate the effective use of the writing process.	Principal, Assistant Principal, Reading Coaches	08/08/05	05/24/06

## Research-Based Programs

Houghton Mifflin Core Reading Program.



## **Professional Development**

Professional growth opportunities for teachers will focus on strategies which will include writing pictures, holistic scoring, techniques to ensure student mastery of narrative and expository writing, effective use of journal writing, vocabulary development, and editing. Other professional growth opportunities will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives.

## **Evaluation**

This objective will be evaluated by all students in grades one through five participating in the administration of the district provided expository and narrative pre and post test. Students will also participate in the administration of a monthly assessment prompt. Students in grade four will participate in the administration of the 2006 FCAT Writing 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 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 4 STATEMENT:***

All students at Pine Villa Elementary School will be able to apply the scientific method.

### ***Needs Assessment***

Scores on the 2005 FCAT Science test indicate that fifth grade students mean scale score was 268 which was 28 points lower than the state's requirement. In addition, scores showed that earth and space were specific areas of weakness.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 as documented by the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a school-site developed pre/post test to all students in grades kindergarten through fifth and utilize the assessment data to plan areas of need in the science curriculum.	Principal, Assistant Principal, Science Facilitator, Classroom Teachers	08/08/05	05/24/06
Conduct staff development workshops in all grades to promote the teaching of science process skills.	Principal, Assistant Principal, Science Facilitator	08/08/05	05/24/06
Attend the hands-on science lab on a weekly basis (second through fifth grade students).	Assistant Principal, Science Lab Teacher	08/08/05	05/24/06
Conduct a school wide Science Fair so that students may demonstrate application of the scientific process.	Principal, Assistant Principal, Science Chariperson, Classroom teachers	08/08/05	05/24/06
Integrate the Sunshine State Standards in daily curricular plans and grade level meetings to plan long range goals for science.	Assistant Principal, Classroom Teachers	08/08/05	05/24/06

## Research-Based Programs

Harcourt Brace Science Series

## Professional Development

Teachers will participate in district-provided science training. Training in experimental demonstrations, concept development, and scientific thinking will be addressed throughout the school year. Professional development training will include: focus on the eight strands of science, use of hands-on activities, strategies to maximize learning scientific opportunities and scientific thinking.

## **Evaluation**

This objective will be evaluated by school-site developed quarterly tests which will be administered to students in grade kindergarten through fourth, as well as the State Sample Science Test in fifth grade. Students in grade five will participate in the administration of 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 5 STATEMENT:***

Pine Villa Elementary School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### ***Needs Assessment***

Parental involvement in school related activities in reading, mathematics, writing, and science is greatly needed to promote student achievement. The 2004-2005 school year parental sign-in logs indicate that 33 percent of parents attended workshops. The assessment of the data indicates that additional parental involvement is needed to support student progress during the 2005-2006 school year. The needs assessment information will assist in the identification of planned activities for parents to become more involved and participate in school related activities that will help promote student learning and achievement during the 2005-2006 school year.

## Measurable Objective

Given an emphasis on the increase in communication as documented through logs and records, parental involvement in school related activities will increase during the 2005-2006 school year by two percentage points as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote school wide presentations, such as Back To School Night/Open House and Science Fair Parent Night to encourage parental involvement.	Principal, Assistant Principal, Community Involvement Specialists	08/08/05	05/24/06
Promote parent participation through the publication of a monthly parent newsletter, highlighting activities and monthly Title I parent meetings.	Principal, Assistant Principal, Community Involvement Specialists	08/08/05	05/24/06
Publicize events using flyers, Pine Villa Elementary's Morning Announcements, Pine Villa Elementary's website, banners, newspaper, marquee displays and other multimedia methods to keep parents and community members informed.	Principal, Assistant Principal, Community Involvement Specialists	08/08/05	05/24/06
Conduct monthly parenting workshops and training sessions to support student achievement	Assistant Principal, Community Involvement Specialists	08/08/05	05/24/06
Promote the use of the internet to keep parents involved by utilizing a teacher "classpage" located on the school's website where parents can get up-to-date home learning assignments and other pertinent classroom information.	Assistant Principal, Classroom Teachers	08/08/05	05/24/06
Employ the assistance of the Community Involvement Specialist to assist in home communication and to provide parents with information regarding student progress.	Principal, Assistant Principal, Community Involvement Specialists	08/08/05	05/24/06

## Research-Based Programs

Just Read Families!

## **Professional Development**

The Title I Community Involvement Specialist will attend district professional development. In addition, parents will be encouraged to actively participate in the following activities: Open House, the Title I Instructional Fair, the Educational Excellence School Advisory Council (EESAC), and ACCESS Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

## **Evaluation**

This objective will be evaluated by sign-in sheets from all meetings and parent seminars that will be collected and analyzed. The Title I End-of-The-Year Survey will be completed and compared to the previous year for signs of parental involvement growth.

## 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*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

Pine Villa Elementary School will promote programs and practices that facilitate a safe and disciplined environment for all students.

**Needs Assessment**

The results from the Student Case Management Referral Forms indicated that 10 percent of the student population in the 2004-2005 school year were suspended.



## Measurable Objective

Given emphasis on school safety and peer-mediation, the number of students being suspended will decrease by 2 percent as compared to the 2004-2005 school year, as evidenced by the Student Case Management Referral Forms.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the safety patrols to facilitate school safety before and after school.	Assistant Principal, Magnet Lead Teacher	08/08/05	05/24/06
Provide in-house classroom management training for teachers on teacher planning days through cooperative group learning.	Principal, Assistant Principal, Reading Coaches	08/08/05	05/24/06
Implement a school-wide discipline plan that is to be enforced by everyone. This training will be provided by the Principal and Assistant Principal.	Principal, Assistant Principal, EESAC	08/08/05	05/24/06
Establish a peer-mediation program for all students, utilizing fourth and fifth grade students as mediators.	Assistant Principal, Guidance Counselor	08/08/05	05/24/06
Enforce the classroom discipline plans throughout the building.	Assistant Principal, Classroom Teachers	08/08/05	05/24/06

## Research-Based Programs

Peer Mediation

## Professional Development

Teachers will participate in an in-house classroom management professional development. The strategies that will be implemented will focus on classroom and time management. Other in-services will be scheduled based on needs identified on teacher surveys.

## Evaluation

This objective will be evaluated by the number of students being suspended. There will be a decrease of 2 percent of students being suspended as evidenced by the Student Case Management Referral Forms.

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

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

### ***GOAL 7 STATEMENT:***

Pine Villa Elementary School will promote equitable and universal access to technology.

### ***Needs Assessment***

Results of the STaR School Profile Report indicate that the student technology standards are at 1.6, which is below the target of 4.0 and teachers standards are at 3.3, which is below the target goal of 4.0. The results of the STaR School Profile Report indicates that there is a need to improve technology skills in students and teachers.

## Measurable Objective

Given instruction based on the National Educational Technology Standards, teachers at Pine Villa Elementary will improve their technology skills as evidenced by a 5 percent increase in participation in technology professional developments which will be measured through sign-in logs. During the 2004-2005 school year 35 percent of teachers participated in technology professional developments.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Publish monthly calendars for teachers and parents.	Assistant Principal, Computer Teacher	08/08/05	05/24/06
Publish a quarterly newsletter	Assistant Principal, Computer Teacher	08/08/05	05/24/06
Provide school- based technology in-services for all teachers on a as needed basis.	Assistant Principal, Computer Lab Teacher	08/08/2005	05/24/06
Distribute technology related resources and supplies to all teachers.	Assistant Principal, Micro-Systems Technician	08/08/05	05/24/06
Implement and monitor students' computer usage and technology-based intervention programs through the use of computer lab logs.	Assistant Principal, Selected Teachers, Computer Lab Teacher	08/08/05	05/24/06

## Research-Based Programs

National Educational Technology Standards

## Professional Development

Dive into Riverdeep, Project-Based Learning

## Evaluation

This objective will be evaluated by teachers at Pine Villa Elementary improving their technology skills as evidenced by a 5 percent increase in participation in technology professional developments, as evidenced by the sign-in logs.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Pine Villa Elementary School will promote the overall health and fitness for all students.

### ***Needs Assessment***

Results attained from the 2004-2005 FITNESSGRAM Test summary indicated that 93 percent of students were gold or silver award winners.

## Measurable Objective

Through participation in the daily physical education program, the students will achieve an annual award increase of 3 percent as measured by the FITNESSGRAM Test compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to students in grades two through five to determine baseline measures.	Physical Education Teachers	08/08/05	05/24/06
Implement and monitor a regular fitness schedule for all students. The Physical Education Teachers will implement and monitor the fitness schedule.	Assistant Principals, Physical Education Teachers	08/08/05	05/24/06
Encourage participation of Field Day for all students.	Physical Education Teachers	08/08/05	05/24/06
Encourage participation in the Jump Rope Heart Program for all grade levels.	Physical Education Teachers	08/08/05	05/24/06
Enforce the participation of all students in the 15 minutes of mandatory recess which is provided three times a week.	Assistant Principal, Classroom Teachers	08/08/05	05/24/06

## Research-Based Programs

FITNESSGRAM Test

## Professional Development

Professional Development on proper administration of the FITNESSGRAM test will be provided.

## Evaluation

This objective will be evaluated by the results of the FITNESSGRAM Test which will be administered during the 2005-2006 school year.

## 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"/>

### *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 checked="" type="checkbox"/>

### ***GOAL 9 STATEMENT:***

All students at Pine Villa Elementary school will participate in the art program that will stimulate an interest and appreciation of visual arts.

### ***Needs Assessment***

Pine Villa Elementary had 4 students participate in the 2005 Fair and Exposition. This indicates a need to increase the amount of students participating in the 2006 Fair and Exposition.

## Measurable Objective

Given instruction in the arts, the number of students participating in the 2006 Fair and Exposition will increase by 100 percent as evidenced by the Fair and Exposition submission logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parental involvement in coordinating the 2006 Fair and Exposition projects.	Principal, Assistant Principal, Parents	08/08/05	05/24/06
Integrate the Sunshine State Standards in individual art plans for students in grades two through five to ensure that students meet the District goal.	Principal, Assistant Principal, Art Teacher	08/08/05	05/24/06
Compile and assess student portfolios for all students in grades two through five to ensure that all state and national goals are being met.	Assistant Principal, Art Teacher	08/08/05	05/24/06
Implement a school wide art show showcasing work of students in grades two through five.	Assistant Principal, Art Teacher	08/08/05	05/24/06
Encourage student usage of computers and media center to research art projects.	Art Teacher, Classroom Teachers, Media Specialist, Computer Teacher	08/08/05	05/24/06

### Research-Based Programs

N/A

### Professional Development

The art teacher will attend art-related professional development.

### Evaluation

This objective will be evaluated by a 100 percent increase of students entering the 2006 Fair and Exposition compared to the 2004-2005 school year, as evidenced by the submission logs.

## 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 Villa Elementary School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicate that in the 2003-2004 school year, Pine Villa Elementary School ranked at the 30th percentile on the State of Florida Return On Investment index.



## Measurable Objective

Pine Villa Elementary School will improve its ranking on the State of Florida Return On Investment index publication from the 30 percentile in 2003-2004 school year to the 33 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, Assistant Principal	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Principal, Assistant Principal	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies	Principal, Assistant Principal	08/08/05	05/24/06

### Research-Based Programs

N/A

### Professional Development

N/A

### Evaluation

This objective will be evaluated by Pine Villa Elementary School showing progress toward reaching the 33rd percentile on the next State of Florida Return On Investment index publication.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

The EESAC recommended that funds be allocated toward student incentives for reading, student of the month, and reader of the week.

### ***Training:***

The EESAC recommended providing the necessary inservices for all teachers in order to implement reading, writing, mathematics, and science strategies identified in the School Improvement Plan. The EESAC also recommended the continued support of teachers new to the school by providing them with a professional growth team.

### ***Instructional Materials:***

The EESAC recommended the purchase of supplemental materials such as FCAT resource books in order to facilitate instruction of district curriculum objective. In addition, the EESAC recommended providing materials for student incentives to promote achievement on all standardized examinations.

### ***Technology:***

The EESAC recommended the provision of appropriate inservices for all staff members to improve the usage of computers and other media to support instruction. The EESAC also recommended the use of technological software to enhance teachers' professional growth.

***Staffing:***

The EESAC supported the reduction of the student teacher ratio via the hiring of hourly teachers and resource personnel for grades Kindergarten through five. This initiative would also support the school's targeted student pull-out tutorial program.

***Student Support Services:***

The EESAC supported the organization of a mentoring program for the intermediate grades and the Ram Pride initiative. This initiative will enhance the students' ability to comprehend and internalize vocabulary.

***Other Matters of Resource Allocation:***

The EESAC made no other recommendations.

***Benchmarking:***

The EESAC recommended an after school tutorial program for second through fifth grade students and a Saturday School program for third through fifth grade students, based upon information obtained from research of similar educational institutions.

***School Safety & Discipline:***

The EESAC has made recommendations towards improving safety and discipline at the school. These recommendations are to provide in house classroom management trainings and improving the dismissal procedures.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*