
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4461 - Pine Villa Elementary School

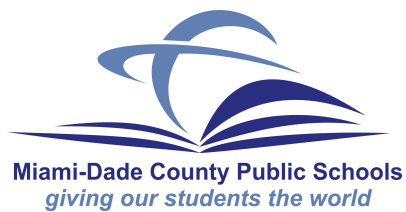
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Betty Thomas

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Pine Villa Elementary School

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 2006-2007 school year:

Given instruction based on the Sunshine State Standards, 51 percent of students in grades three through five will score level 3 or higher on the 2007 FCAT Reading Test

Given instruction based on the Sunshine State Standards, 51 percent of Students with Disabilities (SWD) in grades three through five will score a level 3 or higher on the 2007 FCAT Reading test.

Given instruction based on the Sunshine State Standards, 51 percent of the economically disadvantaged students in grades three through five will score a level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of African American students in grades three through five will score a level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 56 percent of students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of African-American students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of economically disadvantaged students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students with Disabilities (SWD) in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 60% of students in grade four will score a 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction based on Sunshine State Standards, 50 % of students in grade five will score a level 3 or higher on the 2007 FCAT Science Test.

Given an emphasis on workshops, parental involvement as documented through logs and records will increase to 25% during the 2006-2007 school year.

Given emphasis on school attendance, the number of students being suspended will decrease by 5 percent comparing the 2005-2006 and 2006-2007 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 score of 4.0 on the 2006-2007 STaR School Profile Report.

Through participation in the daily physical education program, 90% of the students will achieve gold or silver as measured by the FITNESSGRAM Test.

Given instruction in the arts, 60 percent of students will participate in the 2007 end of the year art show.

Pine Villa Elementary School will improve its ranking on the State of Florida Return On Investment based on the publication of the next statement.

The stakeholders who participated in the Organizational Performance Improvement Survey identified Strategic Planning, Business Results, and Process Management as the two areas that have opportunities for improvement. Pine Villa Elementary School scored a 3.9 on Strategic Planning, Business Results, and Process Management 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. More effort will be applied to improving communication regarding financial and business matters. In addition, work processes will be analyzed and adjusted to better meet the needs of our school.

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

Pine Villa Elementary was established in 1959. Pine Villa Elementary is a pre-kindergarten through fifth grade school with an enrollment of 806 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 Math Facilitator, 1 ESE Chairperson, 1 counselor, 1 pool sub, 5 ESE teachers, 1 Behavior Management Teacher, 2 tutors (1 hourly paraprofessional, 1 hourly teacher), 2 Community Involvement Specialists (CIS), 1 cafeteria monitor, 4 security monitors (2 full time, 2 part-time), 1 computer specialist, 1 microsystems technician, 6 custodians, 8 special area teachers, 42 regular classroom teachers, 4 clerical staff, and 17 paraprofessionals (11 full time and 6 part-time) . The ethnic/ racial makeup of the staff is 21 percent Hispanic, 50 percent African American, 25 percent White, and 4 percent American Pacific Indian. In addition, Pine Villa has 23% of teachers with a Master's Degree and 9% with a Specialist or Doctorate Degree.

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

Leadership:

According to the percentage of staff who responded to the online Organizational Performance Improvement Snapshot, the leadership category received a ranking of 4.2, which is slightly above the "Agree" point and is .1 points higher than the results from 2005-2006 survey..

District Strategic Planning Alignment:

According to the percentage of staff who responded to the Organizational Performance Improvement Snapshot, the district strategic planning alignment category received a ranking of 3.9, which is slightly below the "Agree" 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 Organizational Performance Improvement Snapshot, the customer and market focus category received a ranking of 4.3, which is above the "Agree" 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 Organizational Performance Improvement Snapshot, the human resource focus category received a ranking of 4.0. This demonstrates that the employees 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 Organizational Performance Improvement Snapshot, the measurement, analysis and knowledge management category received a ranking of 4.3, which is slightly above the "Agree" point and is .2 points higher than the results from the 2005-2006 survey. 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 Organizational Performance Improvement Snapshot, the process management category received a ranking at 3.9, which is slightly below the "Agree" point. This survey demonstrates that employees somewhat 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 Organizational Performance Improvement Snapshot, the business results category received a ranking at 3.9 which is slightly below the "Agree" point. This indicates that employees somewhat 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 proficient in reading.

Needs Assessment

Results attained from the 2006 FCAT Reading Test indicate that 47 percent of third graders, 62 percent of fourth graders, and 58 percent of fifth graders scored below the state required mastery level. After analyzing the data, it is evident that third grade students showed weaknesses in Reference and Research and Comparisons. Fourth grade students showed weaknesses in Reference/Research and Main Idea/Author's Purpose. Fifth grade students also showed weaknesses in Main Idea/Author's Purpose as well as Words/Phrases.

The total number of students that scored at or above grade level on the 2006 FCAT Reading Test was 44 percent.

Results attained from the 2006 FCAT Reading Test indicate that 87 percent of Students with Disabilities (SWD) scored below the state required mastery level.

Results attained from the 2006 FCAT Reading Test indicate that 61 percent of African-American students scored below the state required mastery level.

Results attained from the 2006 FCAT Reading Test indicate that 59 percent of economically disadvantaged students 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	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 51 percent of students in grades three through five will score level 3 or higher on the 2007 FCAT Reading Test

Given instruction based on the Sunshine State Standards, 51 percent of Students with Disabilities (SWD) in grades three through five will score a level 3 or higher on the 2007 FCAT Reading test.

Given instruction based on the Sunshine State Standards, 51 percent of the economically disadvantaged students in grades three through five will score a level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of African American students in grades three through five will score a level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the components of the Comprehensive Research-Based Reading Plan at grade level meetings to create short term and long term goals to address instructional needs.	Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement departmentalization in second through fifth grade classrooms in order to better serve all subgroups.	Principal, Assistant Principal, Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a school wide Accelerated Reader program for all students in Kindergarten through fifth grade. This will be used to monitor independent reading for all students and monitor their progress as evidenced by a quarterly STAR assessment.	Assistant Principal, Reading Coaches, Classroom Teachers, Media Specialists	8/14/2006	5/30/2007	District-wide literacy plan	\$3500.00
Provide Creating Independence Through Student-owned Strategies (CRISS) training for all teachers to assist them in enhancing critical thinking skills in their classrooms.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Implement a mentoring program in which the students that scored a level 3 or higher will assist the students that scored in the lowest 25 percentile.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$2700.00
Implement and monitor intervention strategies in reading, as determined by school, district, and state assessment data such as extended school tutorial and Saturday tutorials for second through fifth grade	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$27000.00

students. The intervention strategies are FCAT Explorer, Riverdeep, FCAT Coach books, FCAT Blastoff, and Language! books.					
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 Lab will be used in the intensive remediation groups.	Assistant Principal, Reading Coaches, Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$39000.00
Provide biweekly instructional support to all classroom teachers. The Reading Coaches will model and assist the teachers with learning the appropriate implementation of the two hour reading block.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$50000.00
Implement read alouds in all classrooms to increase reading fluency.	Principal, Assistant Principal, Classroom Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$600.00
Utilize the Reading scope and sequence along with the pacing guides to strenghten Reading instruction in all grades.	Assistant Principal, Classroom Teachers, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Analyze data through Plan Do Study Act (PDSA) and Continous Improvement Model (CIM) process to assess learning trends. Meet with grade levels weekly to plan lessons according to data analysis.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist African-American students, economically disadvantaged students, and Students With Disabilities (SWD).	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$47000.00
Provide after-school professional development to all instructional staff to assist them in learning about the varied resources that can be implemented into daily instruction.	Assistant Principal, Reading Coaches, Classroom Teachers, Computer Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$3600.00
Purchase an additional reading coach through Title I funds in order to assist students in the lowest 25%.	Principal	8/14/06	5/30/07	District-wide literacy plan	\$36000.00
Provide appropriate in-service to administrators and instructional staff that will allow them to interact with their peers and enhance their learning of strategies to address	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	08/14/2006	05/30/2007	Career Development Programs	\$500.00

needs.					
Conduct parent workshops and training sessions through the schools Community Involvement Specialist (CIS) to assist parents in providing instructional support in reading at home.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, Community Involvement Specialists	08/14/2006	05/30/2007	District-wide literacy plan	\$500.00

Research-Based Programs

Houghton Mifflin Core Reading Program

Early Success

Soar to Success

Voyager Passport

Language!

Creating Independence Through Student-owned Strategies (CRISS)

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 Continuous Improvement Model, the Houghton Mifflin in-house training focusing on the two hour block, and CRISS training for all teachers. 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.

Evaluation

This objective will be evaluated by weekly and monthly assessments that will be provided by the teacher and used to monitor student progress on an on-going basis. Additionally, district quarterly reading assessments will be provided 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, 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 2007 FCAT Reading Test. The extended school tutorial and Saturday tutorial programs will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2007 FCAT Reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Needs Assessment

Scores on the 2006 FCAT mathematics test indicate that 54 percent of third graders, 62 percent of fourth graders, and 67 percent of fifth graders scored below the state mastery level. After analyzing the data, it is evident that third grade students were weakest on Data Analysis/Probability and Geometry. After analyzing the data, it is evident that fourth grade students were weakest on Data Analysis/Probability and Algebraic Thinking. After analyzing the data, it is evident that fifth grade students were low on all areas.

The total number of students that scored at or above grade level on the 2006 FCAT Mathematics Test was 40 percent.

Scores on the 2006 FCAT mathematics test indicate that 91 percent of Students with Disabilities (SWD) scored below the state mastery level.

Scores on the 2006 FCAT mathematics test indicate that 63 percent of African-American students scored below the state mastery level.

Scores on the 2006 FCAT mathematics test indicate that 55 percent of Hispanic students scored below the state mastery level.

Scores on the 2006 FCAT mathematics test indicate that 61 percent of the economically disadvantaged students 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 56 percent of students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of African-American students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of economically disadvantaged students in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students with Disabilities (SWD) in grades three through five will score level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate the competency-based curriculum and Sunshine State Standards in daily curricular plans and grade level meetings to plan short term and long term goals for mathematics.	Classroom Teachers, Math Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize differentiated instruction in all classrooms with an emphasis on the lowest 25 percentile.	Assistant Principal, Classroom Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist African-American students, economically disadvantaged students, Hispanic students, and Students With Disabilities (SWD).	Principal, Assistant Principal, Certified Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement departmentalization in second through fifth grade classrooms in order to better serve all subgroups.	Principal, Assistant Principal, Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide all students with performance-based activities incorporating the use of manipulatives, problem-solving, and critical	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00

thinking strategies, technology, problem-of-the day, CRISS strategies, games/puzzles, and appropriate software in order to improve student achievement.					
Incorporate FCAT Explorer and Riverdeep software in mathematics lessons to strengthen mathematics application skills.	Principal, Assistant Principal, Classroom Teacher, Math Facilitator, Computer Lab Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Provide after school professional development for all instructional staff that will assist them in implementing instructional strategies in their classrooms.	Principal, Assistant Principal, Math Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$1800.00
Implement a mentoring program in which the students that scored a level 3 or higher will assist the students in the lowest 25 percentile.	Principal, Assistant Principal, Math Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$5400.00
Utilize the mathematics facilitator to model lessons and enhance instruction in all classrooms on a bi-weekly basis.	Principal, Assistant Principal, Math Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$36000.00
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 and Saturday tutorial program to address the math deficiencies of students following the Plan Do Study Act (PDSA) and Continuous Improvement Model (CIM).	Principal, Assistant Principal, Classroom Teachers, Special Area Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$7875.00
Utilize the Mathematics scope and sequence along with the pacing guides to strengthen mathematics instruction with specific focus on Data Analysis and Probability.	Principal, Assistant Principal, Classroom Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$300.00

Research-Based Programs

Scott Foresman Core Mathematics Series (Grades K-5)

Riverdeep

Creating Independence Through Student-owned Strategies (CRISS)

FCAT Explorer

Professional Development

In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act and Continuous Improvement Model and 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 the math facilitator and 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, district quarterly math assessments will be provided 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 2007 FCAT Mathematics Test. The extended school tutorial and Saturday tutorial program will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2007 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Needs Assessment

Scores on the 2006 FCAT Writing test indicate that 33 percent of students in fourth grade scored below a 3.5 in the expository assessment and 62 percent of fourth grade students scored below a 3.5 on the narrative assessment. After analyzing the data, it is evident that scores on the expository assessment increased by 4 percent. After analyzing the data, it is evident that scores on the narrative assessment increased by 28 percent.

The total number of students that met state standards on the 2006 FCAT Writing Test was 57 percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 60% of students in grade four will score a 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide monthly writing prompt for all students in grades Kindergarten 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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide Teach Me Writing training for all 3rd and 4th grade teachers to assist them in teaching the writing process.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement departmentalization in second through fifth grade classrooms in order to better serve all subgroups.	Principal, Assistant Principal, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide CRISS training for teachers to facilitate the effective use of the writing process.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District-wide literacy plan	\$1500.00
Provide training on Reciprocal Teaching for all classroom teachers to assist them in enhancing critical thinking skills in the classroom.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide in-house after school professional development for all instructional staff to ensure effective delivery of writing instruction.	Principal, Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District-wide literacy plan	\$1800.00
Implement the Teach Me Writing program in grades 3 and 4 to help the students focus, organize, and elaborate on their writing prompts.	Assistant Principal, Classroom Teacher, Reading Coaches	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Provide Saturday workshops for all students to teach them effective writing techniques utilizing utilizing the Language! program.	Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District-wide literacy plan	\$2000.00
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 guide instruction in the	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$200.00

writing curriculum.					
Practice writing daily across the curriculum throughout all subject areas. This will be done through the use of reflective journals, learning logs and teacher-directed prompts.	Assistant Principal, Reading Coaches	08/14/2006	05/30/2007	District-wide literacy plan	\$500.00

Research-Based Programs

Houghton Mifflin Core Reading Program.

Teach Me Writing Curriculum

Creating Independence Through Student-owned Strategies (CRISS)

Language!

Professional Development

In order to ensure effective classroom instruction, professional growth opportunities will be provided for teachers and will focus on strategies including writing pictures, holistic scoring, techniques to ensure student mastery of narrative and expository writing, effective use of journal writing, vocabulary development, and editing. In addition, teachers will be provided training on the FCAT writing program and CRISS. Third and fourth grade teachers will be provided training on Teach Me Writing program. 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 monthly expository and narrative prompts to all students and will be used to monitor student progress on an on-going basis. Additionally, all students in grades Kindergarten through five will participate in the administration of the district provided expository and narrative pre and post test. The 2007 FCAT Writing Test will be the summative evaluation of this objective.

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 proficient in science.

Needs Assessment

Scores on the 2006 FCAT Science test indicate that 91% of fifth grade students scored below the state's requirement. After analyzing the data, it is evident that the fifth grade students scored below mastery level in all clusters. Areas of particular weakness were Earth and Space science and Life and Environmental science.

Measurable Objective

Given instruction based on Sunshine State Standards, 50 % of students in grade five will score a level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate the Sunshine State Standards in daily curricular plans and grade level meetings to plan for short term and long range goals for science.	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct a school wide Science Fair for all students so that students may demonstrate application of the scientific process.	Principal, Assistant Principal, Science Chariperson, Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Science scope and sequence along with the pacing guides to develop and strenghten instruction for students in grades Kindergarten to fifth.	Principal, Assistant principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct in-house professional development workshops for all teachers to enhance their teaching of science process with focus on earth and space science and life and environmental science.	Principal, Assistant Principal, Science Facilitator	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize the Foss kits in science classrooms to enhance critical thinking skills and allow the students to have hands-on experiences.	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement departmentalization in second through fifth grade classes in order to better serve all students.	Principal, Assistant Principal, Classroom teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer weekly in-house assessments to ensure mastery of Sunshine State Standards.	Assistant Principal, Classroom Teachers, and Science Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Utilize CRISS strategies during classroom instruction to enhance critical thinking.	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Administer a school-site developed pre/post test to all students in grades kindergarten through fifth and utilize the assessment data guide instruction in the science curriculum.	Principal, Assistant Principal, Science Facilitator, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$200.00
Utilize sciensaurus in the science classrooms to provide additional support for students in 4th and 5th grade.	Assistant Principal, Classroom Teachers, Science Facilitator	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

Harcourt Brace Science Series

Creating Independence Through Student-owned Strategies (CRISS)

FossKits

Sciencsaurus

Professional Development

In order to ensure effective classroom instruction, teachers will participate in district-provided and in-house provided professional development on the scientific method. 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. Professional development training will include CRISS training.

Evaluation

This objective will be evaluated by school-site developed weekly assessments which will be administered to students in kindergarten through fifth grade and used to monitor student progress on an on-going basis. Fifth grade students will also be administered the State Sample Science FCAT Test. The 2007 FCAT Science Test will be the summative evaluation of this objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

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 2005-2006 school year parental sign-in logs indicate that 20 percent of parents attended workshops. The assessment of the data indicates that additional parental involvement is needed to support student progress during the 2006-2007 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 2006-2007 school year.

Measurable Objective

Given an emphasis on workshops, parental involvement as documented through logs and records will increase to 25% during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	08/14/2006	4/27/07	District Strategic Plan	\$0.00
Conduct monthly parenting workshops and training sessions to support student achievement.	Assistant Principal, Community Involvement Specialists	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct membership drive for PTA and distribute National PTA Standards information.	Principal, Assistant Principal, Community Involvement Specialist	09/13/2006	12/22/2006	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$29200.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Promote parent participation in Parent Academy courses/classes and provide information on Just Read Families.	Principal, Community Involvement Specialists	8/14/06	5/30/07	Community Partnerships	\$100.00
Publicize events using flyers, Pine Villa Elementary's Morning Announcements, Pine Villa Elementary's website, Connect-Ed, banners, newspaper, marquee displays and other multimedia methods to keep parents and community members informed.	Principal, Assistant Principal, Community Involvement Specialists	08/14/2006	05/30/2007	District Strategic Plan	\$500.00
Promote the use of the internet to keep parents involved by utilizing a teacher "class page" 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	08/14/2006	05/30/2007	District Strategic Plan	\$29200.00

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 workshops that will be collected, analyzed and compared to 2005-2006 sign-sheets 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"/>

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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 15 percent of the student population in the 2005-2006 school year were suspended. The number of students being suspended has greatly affected the school's attendance. As a result, alternatives to suspensions, such as conflict resolution groups, Saturday school and detentions will be implemented that will assist with the goal of lowering outdoor suspensions.

Measurable Objective

Given emphasis on school attendance, the number of students being suspended will decrease by 5 percent comparing the 2005-2006 and 2006-2007 Student Case Management Referral Forms.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the safety patrols to facilitate school safety before and after school.	Assistant Principal, Security Monitors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Enforce the classroom discipline plans throughout the building.	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Establish a conflict resolution program for all students in order to decrease negative behavior.	Assistant Principal, Guidance Counselor	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the RAM store to reinforce positive behavior.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Utilize the school-wide attendance plan to increase attendance among the students and the staff.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Establish attendance incentives for students and instructional staff to increase attendance.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

Conflict Resolution Groups

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 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.)

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 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:

Pine Villa Elementary School will increase teacher and student use of technology.

Needs Assessment

Results of the STaR School Profile Report indicate that the student use of technology is at 2.3, which is below the target of 4.0 and teachers use of technology is at 2.7, 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 score of 4.0 on the 2006-2007 STaR School Profile Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a basic computer knowledge training to all instructional staff.	Assistant Principal, Computer Lab Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide training on the use of the District Electronic Gradebook to all teachers.	Assistant Principal, Gradebook Managers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide school- based technology in-services for all teachers based on surveyed needs.	Assistant Principal, Computer Lab Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Distribute technology related resources and supplies to all teachers.	Assistant Principal, Micro-Systems Technician	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00

Research-Based Programs

National Educational Technology Standards

Professional Development

Training for all faculty on inputting data of the assessments on the computer.

Training for all faculty members on technology based programs at the school site: Accelerated Reader, Riverdeep, FCAT Explorer, and the Electronic gradebook.

Evaluation

This objective will be evaluated by the end of the year inservice STaR School Profile Report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

Needs Assessment

Results attained from the 2005-2006 FITNESSGRAM Test summary indicated that 84.9 percent of students were gold or silver award winners.

Measurable Objective

Through participation in the daily physical education program, 90% of the students will achieve gold or silver as measured by the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer a pre-test to students in grades two through five to determine baseline measures.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Enforce the participation of all students in the 15 minutes of mandatory recess which is provided three times a week.	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Encourage all students to participate in Field Day activities.	Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$200.00

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 2006-2007 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.)

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

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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 an end of the year art show that will stimulate an interest in art appreciation.

Needs Assessment

Pine Villa Elementary had 4 students participate in the 2006 Fair and Exposition. This indicates a need to increase the students' awareness and interest in art appreciation.

Measurable Objective

Given instruction in the arts, 60 percent of students will participate in the 2007 end of the year art show.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage student usage of computers and media center to research art projects.	Art Teacher, Classroom Teachers, Media Specialist, Computer Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Encourage parental involvement in coordinating the 2007 end of the year art show.	Principal, Assistant Principal, Parents, Community Involvement Specialists	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Implement a school wide art show showcasing work of students in grades two through five.	Principal, Assistant Principal, Art Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$300.00

Research-Based Programs

N/A

Professional Development

The art teacher will attend art-related professional development.

Evaluation

This objective will be evaluated by 60 percent of students participating the 2007 end of the year art show as evidenced by 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"/>

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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 50th 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 2004-2005 school year, Pine Villa Elementary School ranked at the 43rd 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 based on the publication of the next statement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reconfigure existing resources and take advantage of a broader resource base.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partner with community agencies.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

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 50th percentile on the next State of Florida Return On Investment index publication.

EESAC Compliance

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

Budget:

The EESAC recommended that funds be allocated toward student incentives for reading, math, science, writing and Accelerated Reader.

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 and Saturday tutorial programs for second 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, improving the dismissal procedures and implementing a detention program.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$212,400.00
Goal 2: Mathematics	\$52,875.00
Goal 3: Writing	\$8,000.00
Goal 4: Science	\$2,200.00
Goal 5: Parental Involvement	\$59,500.00
Goal 6: Discipline & Safety	\$4,000.00
Goal 7: Technology	\$2,000.00
Goal 8: Health & Physical Fitness	\$200.00
Goal 9: Electives & Special Areas	\$1,300.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$342,475.00

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