

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Pine Lake Elementary School (4441)

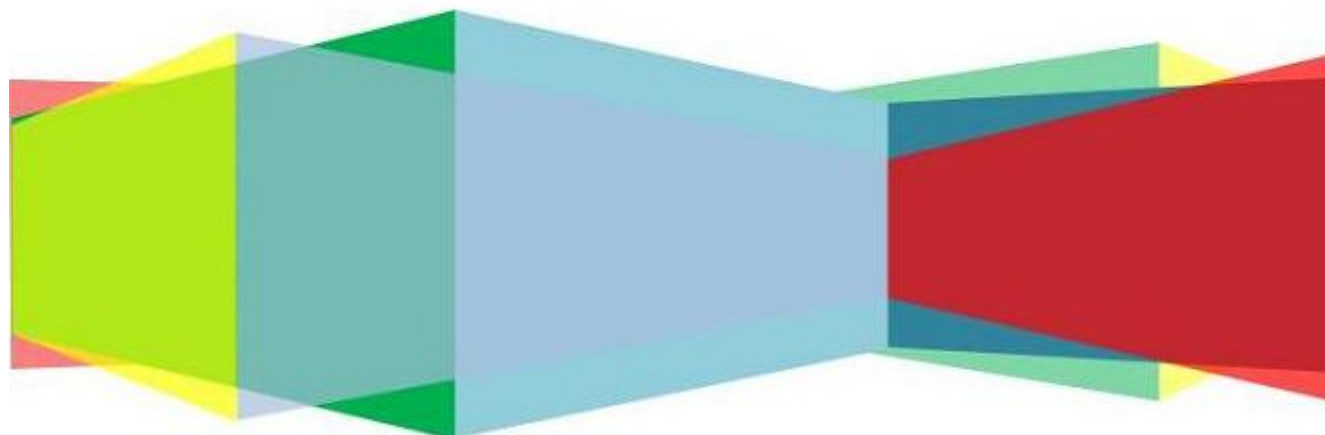
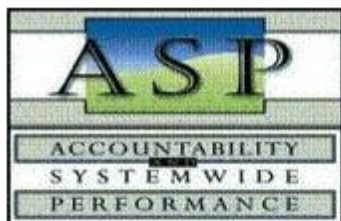
Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Caleb Lopez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Pine Lake Elementary School is in the twelfth year of its magnet program: Communication, Humanities and Technology (CHaT) School. The school is organized around a pre-kindergarten to fifth grade configuration and has an active Parent/Teacher/Student Association. The school community consists of economically-disadvantaged and middle class families. Pine Lake is a Title I school with 85 percent of students qualifying for free or reduced-priced meals. Pine Lake has a mobility index of 27 percent. Pine Lake Elementary School, in conjunction with the Educational Excellence School Advisory Committee (EESAC), has identified the following objectives as school-wide priorities for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one (1) percentage point in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, 38 percent of students in grade five will score at Level 3 or higher on the 2008 administration of the FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of attendees at parental activities as evidenced by comparing the Title I Administration Parental Involvement Monthly School Report.

Given the implementation of a school-wide attendance plan, students' attendance will increase as evidenced by an average of 96 percent on the 2007-2008 Percentage of Attendance Report.

Given the use of technology, 90 percent of students in grades one through five will complete at least 10 tests on Accelerated Reader with at least 70% accuracy as listed on the Accelerated Reader school wide summary report.

Given instruction based on the MDCPS mandated FITNESSGRAM standards, 86% of students in grades 3 through 5 will receive a gold or silver award as evidenced on the 2007-2008 administration of the FITNESSGRAM Test.



School Improvement Plan

2007-2008



Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

Pine Lake Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 44th percentile in 2005 to the 47th percentile on the next publication of the index.

In addition, after a comprehensive review of the results from the Organizational Performance Improvement Snapshot (OPIS), Pine Lake Elementary has identified district strategic planning as well as business results as the two areas that have opportunities for improvement. Pine Lake Elementary School scored a 3.6 on the district strategic planning category of the Organizational Performance Improvement Snapshot (OPIS), which indicates an opportunity for improvement in strategic planning. The stakeholders who participated in the survey responded that they closely agree that they know how to tell if they are making progress on their work groups' part of the plan. They also closely agree that they know the parts of their work location's plans that will affect them and their work. However, the stakeholders stated that as they plan for the future, they would want that their work location would ask for their ideas more often, as evidenced by a 3.3 score on the Organizational Performance Improvement Snapshot (OPIS). Pine Lake Elementary School also identified performance results as another area that has opportunity for improvement as evidenced by a score of 3.6 on the business results category of the Organizational Performance Improvement Snapshot (OPIS). The stakeholders who participated in the survey responded that they agree their customers are satisfied with their work and that their work products meet all requirements for high quality and excellence. However, the stakeholders stated that they would like to know more how their work location is doing financially as evidenced by a 3.2 score on the Organizational Performance Improvement Snapshot (OPIS). These opportunities for improvement will be addressed through the Educational Excellence Advisory Council (EESAC). Staff members will be asked for their ideas more often and informed how their work location is doing financially.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

4441 - PINE LAKE ELEMENTARY SCHOOL

VISION

Excellence in all we do!

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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School Demographics

Facility/Community

Pine Lake Elementary School was built in 1977. It is located on 9.13 acres in southwest Miami-Dade County at 16700 S.W.109 Avenue. Our school consists of one two-story structure with open pod classrooms in the main building and one portable classroom. Pine Lake Elementary was completely renovated in 1994, to repair the damage caused by Hurricane Andrew. At that time, a one-story wing was added which houses three classrooms for special education (emotionally-handicapped) students, three general education classrooms, and five resource rooms. This school has been retro-wired to provide Internet and intranet access to all classrooms. 85% percent of our student population is on free or reduced lunch. In 2007, Pine Lake Elementary was completely painted, both on the exterior and interior, and additional landscaping was added.

Student Demographics

Pine Lake Elementary School serves approximately 500 students from the surrounding neighborhood. The ethnic breakdown of the student population is: White Non-Hispanic (2 percent), Black Non-Hispanic (58 percent), Hispanic (36 percent), and Asian/Indian/Multiracial (4 percent). Students scoring at Level 1 in reading were: third grade (35 percent), fourth grade (36 percent), and fifth grade (31 percent). Students scoring at Level 2 in reading were: third grade (18 percent), fourth grade (18 percent), and fifth grade (20 percent). Students scoring at Level 1 in mathematics were: third grade (18 percent), fourth grade (38 percent), and fifth grade (45 percent). Students scoring at Level 2 in mathematics were: third grade (28 percent), fourth grade (19 percent), and fifth grade (33 percent).

In addition, Pine Lake also services 20 students in grades one through five in our Gifted program, and 36 children through our Pre-Kindergarten VPK program, two are in the exceptional education program.

Unique Aspects: STRENGTHS

Every classroom at Pine Lake Elementary School has a minimum of five computer stations to provide Internet access and technology project production for all students. These computer stations are networked to allow students to use the reading programs that are mandated as well as FCAT Explorer, Reading Plus, and Accelerated Reader. The media center houses a closed-circuit television system to provide live daily announcement broadcasts to the school. A select team of students is chosen to be the "Morning Show Crew," and is trained to operate the equipment and announce the news. Pine Lake also has an After School Care Program administered by the YMCA.

Pine Lake Elementary School offers a wide variety of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup are offered after school and on Saturdays.

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

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

Unique Aspects: AREAS OF CONCERN

An area of special concern at Pine Lake Elementary School is our mobility index of 27. Also of concern is that a number of teachers have moved out of the South Florida area causing high teacher turnover rates, although the vacancies have been promptly filled.

Teacher Demographics

Members of the Leadership Team include the principal, assistant principal, magnet lead teacher, technology coach, math coach, science coach, Reading First reading coach, and Title I reading coach. The ethnicity breakdown of the staff is as follows: 16 staff members are White which represents 31 percent of the school's population; 14 staff members are Black which represents 29 percent of the school's population; 17 staff members are Hispanic which represents 35 percent of the school's population; one staff member is Asian/Island Pacific which represents 2 percent of the school's population; and one staff member is Native American which represents 2 percent of the school's population.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

Pine Lake Elementary scored a 3.6 on the strategic planning category of the Organizational Performance Improvement Snapshot (OPIS) which demonstrates that the stakeholders who participated in this survey are satisfied with the goals and objectives in the District Strategic Plan. The employees agree with the goals and objectives of the school and are involved with the development of said goals.

Stakeholder Engagement:

Pine Lake Elementary scored a 4.1 on the customer and market focus category of the Organizational Performance Improvement Snapshot (OPIS) which demonstrates that the stakeholders who participated in this survey are interested in the satisfaction of their customers. The employees strongly agree that they communicate with their customers, identify their customers' needs, and are able to solve problems for their customers.

Faculty & Staff:

Pine Lake Elementary scored a 3.7 on the Human Resource Focus category of the Organizational Performance Improvement Snapshot (OPIS) which demonstrates that the stakeholders who participated in this survey are involved in a team approach in setting the goals and objectives that affect the overall function of the school.

Data/Information/Knowledge Management:

Pine Lake Elementary scored a 4.2 on the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot (OPIS) which demonstrates that the stakeholders who participated in this survey strongly agree that they know how to measure and analyze the quality of their work to see if changes are needed. They fully integrate and utilize data to monitor both their own progress and the functions of the school.

Education Design:

Pine Lake Elementary scored a 3.7 on the Process Management category of the Organizational Performance Improvement Snapshot (OPIS) which demonstrates that the stakeholders who participated in this survey agree that they do get all of the resources they need to do their jobs. They often collect data about the quality of their work and have control over their work processes.

Performance Results:

Pine Lake Elementary scored a 3.6 on the Business Results category of the Organizational Performance Improvement Snapshot (OPIS) which demonstrates that the stakeholders who participated in this survey agree that their work meets all requirements for high quality and excellence and that the customers are frequently to always satisfied with their work. Stakeholders indicated that they need to be informed on how the organization is doing financially.

Schools Graded 'C' or Below

Professional Development:

Professional development will continue to be implemented on the fourth Wednesday of each month at Pine Lake Elementary School to improve the areas of need. Teachers will be trained in classroom management to eliminate inappropriate behaviors from students, therefore enhancing the learning environment. Training in the use of instructional strategies in the Sunshine State Standards (SSS) tested will facilitate teachers in the delivery of the instruction by providing them with a better focus on the item specifications. Teachers at Pine Lake Elementary will develop a Professional Development Plan to personalize their professional growth and to improve teaching skills. Additionally, teachers will be trained in the use of instructional technology programs (ie. Riverdeep, FCAT Explorer, Voyager Math for center activities) that will be implemented in their classrooms and/or computer lab to address the individual needs of the students.

Disaggregated Data :

Teachers at Pine Lake Elementary School will review biweekly Sunshine State Standards benchmark assessments during grade level meetings and Literacy Leadership Team and Mathematics Leadership Team meetings. The disaggregated data will be used to provide adequate differentiated instruction to the students to better serve their educational needs and to determine the effectiveness of instructional strategies being implemented. The district's FCAT interim assessments and DIBELS data will also be reviewed as it becomes available to further provide any additional assistance students will need to be successful.

Informal and Formal Assessments:

Pine Lake Elementary will use various assessments throughout the year to assure the success of the students. The assessments are, but not limited to; classroom assessments, DIBELS, interim assessments from the district, Sunshine State Standards biweekly benchmark assessments, and the 2008 FCAT. The Florida Continuous Improvement Model (FCIM) will be implemented throughout the year to monitor the success of the interventions being used.

Alternative Instructional Delivery Methods :

Pine Lake Elementary will implement alternative instructional delivery methods that will allow all student subgroups to improve their academic achievement. Teachers will incorporate in their classrooms one-on-one individual teacher instruction, small group instruction, and hands-on instructional activities using students' disaggregated data to guide instruction. Literacy centers will be evident in each classroom and will be implemented to enhance student learning. A science lab will be used for inquiry-based instruction to facilitate students' learning in the use of the scientific method. Departmentalization will be implemented in grades four and five to provide specialized instruction in the core subjects. Furthermore, cooperative learning groups will be incorporated in the classroom to expand the avenues of learning in the classroom.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading Statement

All students at Pine Lake Elementary School will demonstrate annual learning gains in reading.

Needs Assessment



School Improvement Plan 2007-2008



An analysis of the FCAT performance results indicates that 59 percent of the students met high standards on the 2007 Florida Comprehensive Assessment Test (FCAT), only 57 percent of students made learning gains, and only 43 percent of the lowest 25 percent of students demonstrated adequate progress. The data indicates that only 40 percent of Black students, 44 percent of English Language Learners, 17 percent of Students With Disabilities and 45 percent of Economically Disadvantaged subgroups achieved the mastery level required for Adequate Yearly Progress (AYP).

When analyzing reading content clusters, third grade students did not make significant learning gains when compared to the results of the 2006 FCAT. An analysis of the content reading scores for third grade is as follows: 53 percent correct on the Comparisons cluster in 2007 as compared to 50 percent in 2006; 50 percent correct in Reference/Research cluster in 2007 which demonstrated no growth from 2006; 53 percent correct in Main Idea/Author's Purpose in 2007 as compared to 55 percent in 2006; 56 percent correct in Words/Phrases cluster in 2007 compared to 57 percent in 2006. This data indicates that half of the third grade remained at the same proficiency level as compared to third grade students in 2006.

An analysis of the content reading scores in fourth grade is as follows: 53 percent correct on the Comparisons cluster in 2007 as compared to 47 percent in 2006; 50 percent correct in Reference/Research cluster in 2007 which demonstrated no growth from 2006; 56 percent correct in Main Idea/Author's Purpose in 2007 as compared to 50 percent in 2006; 40 percent correct in Words/Phrases cluster in 2007 compared to 50 percent in 2006. This data indicates that half of the fourth grade remained at the same proficiency level as compared to fourth grade students in 2006.

An analysis of the content reading scores in fifth grade is as follows: 56 percent correct on the Comparisons cluster in 2007 as compared to 67 percent in 2006; 50 percent correct in Reference/Research cluster in 2007 as compared to 67 percent in 2006; 48 percent correct in Main Idea/Author's Purpose in 2007 as compared to 59 percent in 2006; 44 percent correct in Words/Phrases cluster in 2007 compared to 57 percent in 2006. This data indicates that more than half of the fifth grade remained at the same proficiency level as compared to fifth grade students in 2006.

In a horizontal analysis, the percent of students scoring at mastery level from 2005-2007 is as follows: in 2005, 43 percent of third grade students met high standards in reading; in 2006, 35 percent of fourth grade students met high standards; and in 2007, 49 percent of fifth grade students met high standards. This data indicates minimal growth as students progressed from grade level to grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Accelerated Reader in grades one through five and FCAT Explorer in grades three through five on an ongoing basis to enhance and reinforce students' reading skills.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, and Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Comprehensive Research-Based Reading Plan from Kindergarten through fifth grade with intensive focus on all content clusters: Comparisons, Reference/Research, Words/Phrases, and Main Idea/Author's Purpose.	Principal, Assistant Principal, Reading Coaches, and Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Provide an uninterrupted 120-minute daily reading block for students in kindergarten through fifth grade to facilitate reading readiness and develop reading skills.	Principal, Assistant Principal, Reading Coaches, and Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide for a departmentalization instructional model in third through fifth grade.	Principal and Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Offer Supplemental Educational Services (SES), and school-sponsored Saturday School tutorial services to provide students in grades K-5 with intervention in reading skills.	Principal, Assistant Principal, and Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	15000
Analyze FCAT data and results from Sunshine State Standards bi-weekly benchmark tests in grades three through five using the Plan, Do, Study, Act (PDSA) in order to provide differentiated classroom instruction to meet students' individual needs.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, and Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	200
Conduct administrative bi-weekly data chats with grade levels to review student assessment data, discuss instructional strategies, and target student performance by AYP subgroups (ie. Black, Economically Disadvantaged, English Language Learners, and Students With Disabilities).	Principal, Assistant Principal, Reading Coaches, Classroom Teachers, and Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Utilize Voyager Passport, Early Success, Soar to Success, Reading Plus, Elements of Reading - Vocabulary as ongoing intensive intervention daily with Students With Disabilities (SWD) not meeting state requirements in Reading as delineated in AYP results and with students functioning below grade level in grades K-5 to reinforce and enhance reading skills.	Principal, Assistant Principal, Reading Coaches, Support Personnel, and Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	2000

Research-Based Programs



School Improvement Plan 2007-2008



Houghton-Mifflin Core Reading Program
Voyager Passport
Read 180
Fast ForWord
Soar to Success (HM)
Early Success (HM)
Quick Reads
Elements of Reading -- Vocabulary

Professional Development

Pine Lake Elementary School will implement monthly professional development on the fourth Wednesday of each month for all teachers. Areas for development will include, but are not limited to the following topics: classroom management, differentiated instruction, utilizing instructional technology (ie. Riverdeep, Reading Plus, Accelerated Reader), and instructional delivery strategies on the Sunshine State Standards in the core areas.

Comprehensive Research-Based Reading Plan (CRRP) training will be provided by the Reading Coach for all K-5 teachers at Pine Lake Elementary School on an ongoing basis through grade-level meetings.

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

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

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

Voyager Passport training will be provided for intervention to selected teachers by the Reading Coach at Pine Lake Elementary School.

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

Evaluation

Students in grades 3-5 will demonstrate high standards in reading by 58 percent scoring at or above Level 3 on the FCAT Reading Test.

Students in grades 3-5 will be given bi-weekly formative reading assessments generated by the on site Magnet Lead Teacher utilizing the Edusoft system. Close attention will be placed on the Percent Above Mastery.

Students enrolled in Saturday school and after school tutoring through Supplemental Educational Services (SES), will be evaluated with pre and post tests.

Additional assessment instruments that will be used are: DIBELS, Diagnostic Assessment of Reading (DAR), Early Success and Soar to Success.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

All students at Pine Lake Elementary School will demonstrate annual learning gains in mathematics.

Needs Assessment

An analysis of the FCAT performance results indicates that 44 percent of the students achieved state required mastery level on the 2007 Florida Comprehensive Assessment Test (FCAT), and 53 percent of students demonstrated learning gains. No subgroup achieved the mastery level required for Adequate Yearly Progress (AYP). The data indicates that 24 percent of Students with Disabilities, 40 percent of English Language Learners students, 32 percent of Black students, 42 percent of Hispanic students, and 35 percent of Economically Disadvantaged students demonstrated state mastery level on the 2007 FCAT.

When analyzing mathematics content clusters, third grade students did not make significant gains in all strands in 2007 as compared to 2006 FCAT data. An analysis of the content mathematics scores for third grade is as follows: 50 percent correct on the number sense cluster in 2007 as compared to 50 percent in 2006; 50 percent correct in the measurement cluster in 2007 which demonstrated no growth from 2006; 57 percent correct in geometry in 2007 as compared to 43 percent in 2006; 50 percent correct in algebraic thinking cluster which demonstrated no growth from 2006; and 43 percent correct in data analysis cluster which demonstrated no growth from 2006. This data indicates that third grade remained at the same proficiency level as compared to the third grade class in 2006.

When analyzing mathematics content clusters, fourth grade students scored relatively flat in all strands in 2007 as compared to 2006 FCAT data. An analysis of the content mathematics scores for fourth grade is as follows: 45 percent correct on the number sense cluster in 2007 as compared to 50 percent in 2006; 50 percent correct in the measurement cluster in 2007 which demonstrated no growth from 2006; 57 percent correct in geometry in 2007 which demonstrated no growth from 2006; 43 percent correct in algebraic thinking cluster which demonstrated no growth from 2006; and 43 percent correct in data analysis cluster which demonstrated no growth from 2006. This data indicates that half of the fourth grade remained at the same proficiency level as compared to the fourth grade class in 2006.

When analyzing mathematics content clusters, fifth grade students scored relatively flat in all strands in 2007 as compared to 2006 FCAT data. An analysis of the content mathematics scores for fifth grade is as follows: 31 percent correct on the number sense cluster in 2007 which demonstrated no growth from 2006; 27 percent correct in the measurement cluster in 2007 as compared to 36 percent in 2006; 38 percent correct in geometry in 2007 which demonstrated no growth from 2006; 27 percent correct in algebraic thinking cluster as compared to 36 percent in 2006; and 33 percent correct in data analysis cluster as compared to 42 percent in 2006. This data indicates that fifth grade students remained at the same proficiency level as compared to the fifth grade class in 2006.

In a horizontal analysis, the percent of students meeting high standards in third grade to fifth grade from 2005-2007 is as follows: in 2005, 36 percent of third grade students met high standards in mathematics; in 2006, 36 percent of fourth grade students met high standards; and in 2007, 21 percent of fifth grade students met high standards. This data indicates a decline in student achievement the longer the students progressed from grade level to grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Voyager Math and technology-based interventions such as FCAT Explorer for students in grades 3-5 and/or Riverdeep for students in grades K-5 on an ongoing basis inclusive of all AYP subgroups.	Principal, Assistant Principal, Classroom Teachers, Math Coach, and Instructional Support Personnel	8/20/2007	6/05/2008	Other/ Not Applicable	7600
Departmentalize grades three through five to provide intensive instruction in mathematics on a daily basis.	Principal, Assistant Principal, Math Coach, and Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Conduct administrative bi-weekly data chats with grade levels to review student assessment data, discuss instructional strategies, and targeted student performance by AYP subgroups (ie. Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students With Disabilities).	Principal, Assistant Principal, Classroom Teachers, Math Coach, and Instructional Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify students who did not meet the state required mastery level on the 2007 FCAT to be targeted to attend Saturday school, and Supplemental Educational Services tutorial after-school inclusive of all AYP subgroups.	Principal, Assistant Principal, Classroom Teachers, Math Coach, and Instructional Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	20000
Analyze FCAT data and results from bi-weekly Sunshine State Standards benchmark tests, as well as district interim assessment tests in grades three through five using the Florida Continuous Improvement Model (FCIM) with teachers in order to provide guidance on planning differentiated classroom instruction to meet students' individual needs.	Principal, Assistant Principal, Classroom Teachers, Math Coach, and Instructional Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	500
Monitor mathematics data to provide leadership and assistance to colleagues through the Leadership Team.	Principal, Assistant Principal, Math Coach, Grade Level Chairpersons, and Instructional Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the district-approved Pacing Guide and school-site Focus Calendars for instructional planning in conjunction with the FCAT Item Specifications.	Principal, Assistant Principal, Math Coach, Classroom Teachers, Instructional Support Personnel	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



Scott Foresman Mathematics
Voyager Math
Riverdeep

Professional Development

Best practices in Mathematics workshops will be provided for K-5 teachers on an on-going basis by the district and/or regional center.

Evaluation

Students in grades 3-5 will demonstrate high standards in mathematics by 62 percent scoring at or above Level 3 on the 2008 FCAT Mathematics Test.

Students in grades 3-5 will be given bi-weekly formative mathematic assessments generated by the on site Magnet Lead Teacher utilizing the Edusoft system. Close attention will be placed on the Percent Above Mastery.

Students enrolled in Saturday school and Supplemental Educational Services (SES) will be evaluated with pre and post tests.

Additionally, Voyager Math assessment instruments will be used to assess progress.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

The results attained from the School Performance Accountability Results indicate that 73 percent of the students tested met the state standard of 3.5 and higher on the 2007 Florida Comprehensive Assessment Test (FCAT) Writing +. The score reflects a 23 percentage point increase when compared to the 2006 test results. The data indicates that students require further development in the writing benchmarks as only 35 percent achieved mastery in the Writing+ portion of the test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one (1) percentage point in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the five instructional strategies for grades K through five from the Lessons Learned research compiled from FCAT, Sunshine State Standards, and Instructional Implications Data through 2007 on an ongoing basis.	Principal, Assistant Principal, Classroom Teachers, Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Coordinate grade level meetings, data study teams, and vertical teams to meet monthly to review and share assessment data.	Principal, Assistant Principal, Classroom Teachers and Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize monthly writing prompts for grades K-5 to ensure that students learn effective narrative and expository writing techniques.	Principal, Assistant Principal, Classroom Teachers and Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the District's Writing Guide.	Principal, Assistant Principal, Reading Coaches, and Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Best Practices in Writing workshops will be provided for K-5 teachers on a monthly basis by the Reading Coaches.	Principal, Assistant Principal, Classroom Teachers, and Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate writing in various modes/genres and utilize journal writing to provide additional writing opportunities across the curriculum to emphasize narration and maintain techniques in expository writing on an ongoing basis in grades K through five.	Principal, Assistant Principapl, Classroom Teachers, and Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Plan, Do, Study, Act (PDSA) Model utilizing the four step process with all classroom teachers throughout the year.	Principal, Assistant Principal, Classroom Teachers, Reading Coaches	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize monthly assessments to identify students not meeting state writing requirements and provide after school in-house tutorial services to assist in enhancing writing skills across the curriculum in grades K through five with an emphasis on narrative.	Principal, Assistant Principapl, Classroom Teachers, and Reading Coaches	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Core Reading Program

Professional Development

Effective Writing Workshops will be provided at Pine Lake Elementary School by the Reading Coaches for the instructional staff. Teachers will participate in all district sponsored writing training.

Training in the scoring of writing assessments, utilizing the FCAT Writing Rubric, will be provided at Pine Lake Elementary School by the Reading Coaches for beginning teachers and the instructional staff on an as needed basis.

Training and follow-up on the District's Writing Guide will be provided by the Reading Coaches.

Evaluation



School Improvement Plan 2007-2008



Students will be given monthly writing assessments to monitor students' progress.

The 2008 FCAT Writing + Test will serve as a Summative evaluation.

Science Goal

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

Florida Education Priorities

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

Science Statement

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

Needs Assessment

An analysis of the 2007 Florida Comprehensive Assessment Test (FCAT) science performance results indicates that 13 percent of fifth grade students met mastery level which demonstrates no growth when compared to 2006. An analysis of science content clusters indicates that 42 percent of fifth grade students met proficiency levels in the Physical and Chemical content cluster which demonstrates no growth when compared to 2006; 40 percent of fifth grade students met proficiency levels in the Earth and Space content cluster as compared to 36 percent in 2006; 33 percent of fifth grade students met proficiency in the Life and Environment cluster compared to 46 in 2006; and 33 percent of fifth grade students met proficiency levels in the Science Thinking cluster compared to 42 percent in 2006. All areas are of concern and in need of improvement.

Measurable Objective

Given instruction based on the Sunshine State Standards, 38 percent of students in grade five will score at Level 3 or higher on the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the district-approved Instructional Pacing Guide and Pine Lake Elementary School's Instructional Focus Calendar on a daily basis in grades K-5.	Principal, Assistant Principal, Classroom Teachers and Science Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Florida Continuous Improvement Model (FCIM) utilizing the Plan, Do, Study, Act (PDSA) Model 4-step process with all classroom teachers to disaggregate data and plan for differentiated instruction.	Principal, Assistant Principal, Classroom Teachers, and Science Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Departmentalize grades three through five to provide intensive instruction in Science on a daily basis.	Principal, Assistant Principal, Classroom Teachers and Science Coach	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement an inquiry-based science approach to instruction on a weekly basis utilizing the new Scott Foresman Science series and science lab.	Principal, Assistant Principal, Classroom Teachers and Science Coach	8/20/2007	6/05/2008	Other/ Not Applicable	5000
Implement in-house professional development in science by the science coach for K-5 teachers on an ongoing basis.	Principal, Assistant Principal, and Science Coach	8/20/2007	6/05/2008	Other/ Not Applicable	0
Disaggregate and analyze data from the 2007 FCAT Science Test and monthly SSS Science tests to identify strengths and weaknesses in students' performance and provide intensive instruction in content clusters demonstrating students' deficiencies.	Principal, Assistant Principal, Classroom Teachers, and Science Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science

Professional Development

Best Practices in Teaching Science training will be provided for teachers in grades K-5 by the district and regional center.

Evaluation

District-provided assessments and monthly classroom assessments will be used to analyze progress and redirect instruction for reinforcement and/or enrichment, as well as results of the 2008 administration of the FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

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

Needs Assessment

Pine Lake Elementary held twenty-seven parental activities in the 2006-2007 school year. The number of parents attending school meetings (inclusive of Open House) increased from 644 in 2005-2006 to 1053 in 2006-2007 as evidenced by the Title I Parental Involvement Monthly School Report. This represents a 64 percent increase from the previous year. Our goal for 2007-2008 is to maintain this high level of parental involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of attendees at parental activities as evidenced by comparing the Title I Administration Parental Involvement Monthly School Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents' active participation in the scheduled meetings of PTA and EESAC.	Principal, Assistant Principal, Community Involvement Specialist, Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	500
Maintain an on-going line of communication in students' home language between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent-teacher conferences, ConnectEd messages, and home visits.	Principal, Assistant Principal, Counselor, Community Involvement Specialist, and Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Provide and maintain a Parent Resource Center with instructional materials for check-out and use at home.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	500
Plan and deliver workshops through the Parent Academy to empower parents with the skills needed to assist students with home learning activities on an ongoing basis.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Utilize Title I Community Involvement Specialist to coordinate and implement a parent outreach program to traditionally non-participating families, as evidenced by parent outreach logs on an ongoing basis.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	500
Publish and disseminate information about upcoming meetings and school events to parents in multi-lingual formats.	Principal, Assistant Principal and Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	500

Research-Based Programs

National PTA Standards

Professional Development

The Title I Community Involvement Specialist and the Supplemental Educational Services (SES) Coordinator will attend district professional development concerning parent involvement.

Evaluation

Title I Parental Involvement Monthly School Report.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

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

Needs Assessment

The results from the 2006-2007 Percentage of Attendance Report indicated that Pine Lake Elementary School had a 95.82 percent attendance. The data reveals that an effective school attendance plan is necessary to increase daily attendance and provide a safe learning environment by monitoring the students that are present.

Measurable Objective

Given the implementation of a school-wide attendance plan, students' attendance will increase as evidenced by an average of 96 percent on the 2007-2008 Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the "Glad You're Here" program where students who are present and on time are randomly selected to receive a prize and are recognized during the morning announcements.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	8/20/2007	6/05/2008	Truancy Prevention	1000
Utilize Connect Ed phone system to inform parents of absences and upcoming events for students and parents.	Principal, Assistant Principal, Classroom Teachers, Community Involvement Specialist, Guidance Counselor	8/20/2007	6/05/2008	Truancy Prevention	0
Target students who have excessive absences and tardies by home visitations, phone calls by the Community Involvement Specialist (CIM), and conferences with parents and administration.	Principal, Assistant Principal, Classroom Teachers, and Guidance Counselor	8/20/2007	6/05/2008	Truancy Prevention	100
Implement the Pine Lake Attendance Action Plan to reduce student truancy and increase attendance rate.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor	8/20/2007	6/05/2008	Truancy Prevention	500

Research-Based Programs

N/A

Professional Development

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

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

Evaluation

The 2007-2008 Percentage of Attendance Report.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Pine Lake Elementary School will integrate technology in reading and mathematics and promote equitable and universal access to technology among our students and teachers.

Needs Assessment

There is a need to increase the use of technology by students at Pine Lake Elementary as evidenced by the Accelerated Reader Quiz Report. Students will be monitored on the use of Accelerated Reader, FCAT Explorer, and Riverdeep.

Measurable Objective

Given the use of technology, 90 percent of students in grades one through five will complete at least 10 tests on Accelerated Reader with at least 70% accuracy as listed on the Accelerated Reader school wide summary report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the computer lab for STAR Reading testing, research, and publishing.	Principal, Assistant Principal, Media Specialist, Reading and Math Coaches, and Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide a visual chart in each reading class that identifies the number of Accelerated Reader tests that each student has mastered with at least 70% accuracy.	Principal, Assistant Principal, Media Specialist, Reading Coaches, Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	500
Provide training on new Riverdeep Destination Math system.	Principal, Assistant Principal, Media Specialist, Math Coach, and Classroom Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize FCAT Explorer as a means to increase students' use of technology and supplement reading, math, and science programs to improve proficiency.	Principal, Assistant Principal, Media Specialist, Reading Coaches, Math Coach, Science Coach and Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide training to new teachers in the use of the Electronic Gradebook.	Principal, Assistant Principal, Technology Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Accelerated Reader
Riverdeep

Professional Development

Teachers will receive inservice training on Accelerated Reader, FCAT Explorer, Riverdeep.

Evaluation

Pine Lake Elementary students in grades one through five will complete at least 10 tests on Accelerated Reader with at least 70% accuracy as listed on the Accelerated Reader school wide summary report.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

All students at Pine Lake Elementary School will develop skills that promote and encourage a healthy life span and physical fitness for daily living.

Needs Assessment

As evidenced by the FITNESSGRAM assessment of 2007, 85 percent of students in grade three through five did meet the health-related standards and were awarded as indicated: 127 Gold and 62 Silver. The National Standards of Physical Education report emphasizes the need for children to become more physically fit and healthy in order to decrease the rise of life threatening diseases. All students at Pine Lake Elementary School need to increase participation in physical activities.

Measurable Objective

Given instruction based on the MDCPS mandated FITNESSGRAM standards, 86% of students in grades 3 through 5 will receive a gold or silver award as evidenced on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis.	Principal, Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities for students specifically related to assessment component items, which would enhance specificity of training.	Principal and Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Provide activities for students that emphasize improvement in cardiovascular fitness, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	100
Implement the Healthy Living Program to promote a healthy lifestyle and improvement of self-esteem by utilizing interactive activities to educate students about the harm of alcohol, tobacco and drug use and thus helping the students learn new coping skills for a better life.	Principal, Assistant Principal, DARE Officer, Physical Education Teachers, and Classroom Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	100

Research-Based Programs

"Moving Into The Future, National Standards For Physical Education", National Association For Sports and Physical Education.

Professional Development

Physical education teachers will attend district workshops and FITNESSGRAM trainings on an on-going basis.

Evaluation

Students in grades three through five will improve their physical fitness as evidenced by a one percentage point increase in the number of award recipients on the 2008 FITNESSGRAM assessment.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Students at Pine Lake Elementary School will participate in enrichment activities via the Academic Excellence Program (AEP) to teach higher level thinking skills for students to participate in district wide competitions.

Needs Assessment

There is a need to increase student participation in enrichment activities to enhance their learning experiences.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a before school Academic Excellence Program (AEP) with the focus on improving writing proficiency and enhancing critical thinking skills through the game of Chess.	Principal and Assistant Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	8000
Increase communication with parents to inform them of various enrichment activities available to the students at Pine Lake Elementary.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	25
Provide rich activities in writing through the use of technology four times a week in an effort to ensure that students will be able to compete in the workforce.	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Prepare students for district wide competitions through the critical thinking skills taught in the game of Chess in the Academic Excellence Program (AEP).	Principal, Assistant Principal, and Classroom Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	500

Research-Based Programs

N/A

Professional Development

Evaluation

Pine Lake Elementary's Academic Excellence Program enrollment will show an increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Pine Lake Elementary School will improve its rank to the 47th percentile on the Return on Investment index (ROI) of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Pine Lake Elementary ranked at the 44th percentile on the State of Florida Return on Investment index.

Measurable Objective

Pine Lake Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 44th percentile in 2005 to the 47th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida Return on Investment index publication, Pine Lake Elementary will show progress toward reaching the 47th percentile.

EESAC Compliance

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

Budget:

The Educational Excellence School Advisory Council (EESAC) will prepare its budget to provide student and parent incentives, tutoring services and technology enhancement.

Training:

The EESAC is committed to on-site professional development to ensure the attainment of our school improvement goals and objectives for the 2007-2008 school year.

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	19200
Mathematics	28100
Writing	0
Science	5000
Parental Involvement	4000
Discipline & Safety	1600
Technology	500
Health & Physical Fitness	200
Electives & Special Areas	8525
Return On Investment	0
Total	67125



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent